

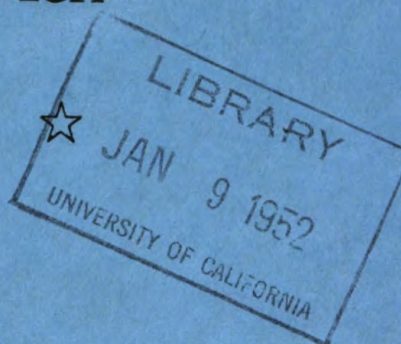
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PROCEEDINGS

Thirty-first Anniversary Conference

of the

National Association of
Deans and Advisers
of Men



April 14-16, 1949

Highland Park, Illinois

PROCEEDINGS

THIRTY-FIRST ANNIVERSARY CONFERENCE

of the

NATIONAL ASSOCIATION OF
DEANS AND ADVISERS
OF MEN

President.....Dean J. H. Newman, University of Virginia

Vice-President.....Dean A. Blair Knapp, Temple University

Secretary-Treasurer.....Dean F. H. Turner, University of Illinois

Executive Committee—The Officers and

Dean E. L. Cloyd, North Carolina State College

Dean Wesley P. Lloyd, Brigham Young University

Dean Dean Newhouse, University of Washington

Dean C. V. Dunham, University of Texas

Dean M. E. Jarchow, Carleton College

Dean Paul MacMinn, University of Oklahoma

Held at

Highland Park, Illinois

April 14-16, 1949

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**Thirty-first Anniversary Conference
NATIONAL ASSOCIATION OF DEANS
AND ADVISERS OF MEN**

Highland Park, Illinois

April 14-16, 1949

THURSDAY MORNING SESSION

April 14, 1949

EDITOR'S NOTE: Your Editor has been forced to cut all but the essentials of discussions in connection with formal addresses. The formal presentations have been completely retained and the basic import of all discussions has also been left in the printed Proceedings. No important thought has been lost through editing.—F.H.T.

The opening session of the Thirty-first Anniversary Conference of the National Association of Deans and Advisers of Men, held in Highland Park, Illinois, April 14-16, 1949, at the Hotel Moraine, convened at nine o'clock, President J. H. Newman, Dean of Students, University of Virginia, presiding.

PRESIDENT NEWMAN: It is my great privilege to call to order this meeting of the Thirty-first Anniversary Conference of the National Association of Deans and Advisers of Men.

The invocation will be given by Dean Garner Hubbell of Principia. Dean Hubbell.

MR. GARNER E. HUBBELL (Dean of Men, The Principia): Please stand. I have selected a reading from the New Testament, from the 13 Chapter, I Corinthians.

"Though I speak with the tongues of men and of angels and have not charity, I am become as sounding brass, or a tinkling cymbal.

"And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith, so that I could remove mountains, and have not charity, I am nothing.

"And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not charity, it profiteth me nothing.

"Charity suffereth long, and is kind; charity envieth not; charity vaunteth not itself, it is not puffed up.

"Doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil;

"Rejoiceth not in iniquity, but rejoiceth in the truth;

"Beareth all things, believeth all things, hopeth all things, endureth all things.

"Charity never faileth; but whether there be prophecies, they shall fail; whether there be tongues, they shall cease, whether there be knowledge, it shall vanish away.

"For we know in part, and we prophesy in part.

"But when that which is perfect is come, then that which is in part shall be done away.

"And now abideth faith, hope, charity, these three; but the greatest of these is charity."

I shall invite you to join in the repetition of the Lord's Prayer.

"Our Father which art in heaven, hallowed be thy name.

"Thy kingdom come. Thy will be done in earth, as it is in heaven.

"Give us this day our daily bread.

"And forgive us our trespasses, as we forgive those who trespass against us.

"And lead us not into temptation, but deliver us from evil: For thine is the kingdom, and the power, and the glory, for ever. Amen."

PRESIDENT NEWMAN: Gentlemen: It is customary to have an address of welcome by some "big operator" and also to have a response by another "big operator." These addresses of welcome and the responses are usually harmless and succeed in giving some degree of recognition. At this time, I am both "big operators." If any of you have doubts about being welcome after last night's delightful and informal opening I want to remove those doubts from your minds.

In all sincerity, I do want to say that I am glad we are all here. Many of us look forward to these meetings from one year to the next. Many of you are attending your first meeting of this association. We give you a most hearty welcome to our group. We want to know you personally as well as professionally and we want you to know us in the same way. There is a spirit of this Association and we want you to have this same spirit. We are glad to have you with us.

Before I say more, I want to present to you the members of the Executive Committee. This Committee has worked hard all year, and it was in session seven hours yesterday. As one new member said, "I had no idea that there was so much work for the Executive Committee to do." I have done my best to have the meeting this year to represent the action of the entire Committee. All of them have cooperated beautifully and when this meeting is over I am sure you will agree they have done a wonderful job. I am personally grateful to all of them individually and collectively for their help, their spirit, and their cooperation. I want these men to stand. Our vice-president is Blair Knapp, Dean of Students of Temple University. Our secretary-treasurer is Fred Turner, Dean of Students, University of Illinois. The other members are: Ed Cloyd, Dean of Students, North Carolina State College, who was president of this association last year; Wes Lloyd, Dean of Students, Brigham Young Uni-

versity; Dean (and that is his name) Newhouse, Director of Student Affairs, University of Washington; Merrill E., alias "Casey," Jarchow, Dean of Men, Carleton College; Paul MacMinn, Dean of Students, University of Oklahoma, and "Pete" Pitre, Dean of Freshmen, Massachusetts Institute of Technology.

It seems impossible to avoid reminiscing—and this is not necessarily a practice of those of advanced years. I have thought of my first meeting in 1931 at Gatlinburg, Tennessee, when I hitchhiked a ride with Dean Dabney S. Lancaster, then of the University of Alabama and paid the other expenses of my trip from my own pocket.

It was at Gatlinburg that I saw—and heard Shorty Arno Nowotny. I wondered what "it" was then and now eighteen years later when I see and hear that same Shorty Arno Nowotny I still wonder what "it" is.

Don Gardner was then secretary of this Association. If you have been unable to turn off the radio to avoid certain commercials you will understand me when I say that I thought Gardner needed a generous supply of Carter's Little Liver Pills. Though I may still wonder what Shorty "is" after eighteen years, I assure you it did not take me eighteen years to learn that Don Gardner is the kind of fellow one likes to know and to be with as often as possible and that he knows his job. If Don did not have that "bark" we would know he was not feeling well.

As much as I would like to, I will not impose on your indulgence to give more thumbnail impressions or observations of other members of our tribe. I do want to say that I got my money's worth from those meetings which I attended at my own expense. To have the benevolent assistance of a bursar, or business office in the way of traveling expenses has not changed my evaluation of the worth of this Association. Not only have I realized many advantages and much assistance from my attendance at these meetings but I have long ago come to love this Association and its members with genuine affection. I know there are many of you who have this same feeling.

I had hoped to give you my philosophy of education and my own philosophy of the work of a student personnel dean. I have been "cooking" long enough to be in position to say something on these subjects and "cooking" with more heat at sometimes than at others. However, I believe that there are things which must be said about this Association.

Despite the deep feeling of loyalty and affection on our parts some of us have heard things now and then which have disturbed us. They disturbed me to the point that I made an effort to ascertain the situation. I have written to a surprisingly large number of our group and asked for their unvarnished opinions. Many of those I wrote had attended their first meeting last year in Dallas while others were "old-timers." The replies were written just as I had hoped they would be. The comments were plain, straightforward, and to the point. Regardless of agreement or disagreement, these replies

convinced me of one thing beyond any doubt, and that is that the time has come for this Association to re-examine itself, to study itself, and to know itself. Self-examination is definitely in order. With this thought of self-examination in mind and with high hopes that we may go at this matter constructively I am daring to be bold enough to give you a number of these observations which were expressed in the letters I received.

There exists a feeling that this Association is in the hands of a few to the exclusion of others. I will read some excerpts of opinions on this subject. Please note that I am giving individual quotations from a large number of sources.

"There is apparently a tendency to center the meetings about a relatively few individuals. I felt that the organization rests entirely too much on the laurels of its history and on persons who have been members for a long, long time. Everyone seemed to be looking backwards rather than making a concerted effort to plan from where we are to where we might want to go."

"NADAM seems to call upon the talents and abilities of the same few at each meeting. This is an inescapable part of a process by which we are inclined to lean on known values rather than to embark on new ones." This writer continued that the "highly individualized members are the ones who will resent this situation."

"I definitely got the impression that the organization was run by a small group of insiders who welcome you to the convention but provide no satisfactory means of including you in the group."

"I found a few old main limbs of the tree that objected to some of the new sprigs asserting their right to their particular share of the sap and their particular place in the sun, and I also found that these young twigs were just strong enough to hold their own."

This same individual went on to say: "There may be a tendency on the part of some of the old heads to look upon the younger ones with a bit of grudging tolerance, although I did not find it to be the case personally. There may be some tendency on the part of the younger element to think more along the lines of personnel services and feel that the old boys should get out of the way and let someone do the work who knows how."

"What sort of an organization do we have? Can't anybody do anything except—(and here a few individuals were listed by names)—and maybe a few others of the inner clique?"

Another comment has been made along this same line by referring to NADAM as an "Association of ex-presidents." It is thought that the programs, policies, the elections, the whole machinery of NADAM are all in the hands of a very select few.

"My general impression of the last convention was that the meetings were based primarily upon the desire to rub shoulders with other men in an informal, casual way, venerating all the while those who have through tenacity and perseverance retained membership in the NADAM through many years."

A number of our new members have not felt welcome at our meetings.

One wrote that he felt more effort should be made in our meetings to acknowledge the new members and to see that they become a part of the deliberations and the general spirit of things.

Another expressed regret that there was no committee of welcome to initiate those who had had no previous personal contact with the group. The same individual also expressed regret that the various committees do not include new or recent members. He went on to say: "One has the impression that NADAM prizes venerable experience and prestige. If men are honored who have served in personnel administration in NADAM for many years, why are not the few men made over as entering a distinguished and worthy profession and association?"

The comments and suggestions about our program at Dallas are interesting.

"I feel that the meetings and actual sessions are informal to a fault. This makes discussions so general that their value is limited to those who are actually engaging in practices well beyond the professional level of the discussions themselves.

"Next, I feel that a greater variety in program would be in order. Some attention to newer developments could be expanded. The Association could well afford to cater somewhat to the individual differences and interest patterns of its own membership.

"My third point is that I should like to see the presentation of papers based upon experimentation and research as well as upon the authority and status of the person presenting the topic. This type of thing should not be out of order when the membership seems to be made up of those administrative heads of personnel programs."

One kind letter had this statement in it: "I will say that I was rather impressed that most of the discussions centered around the problems of the larger institutions."

"My only suggestion would be more contact on the parts of those working in small private colleges and more opportunity for men from this group to participate on the program."

Some men made a plea for more specific subjects on the program and for reports on actual techniques as well as on research projects and projects of experimentation.

On the other hand, one man expressed himself to the effect that too much time was given to prepared addresses.

"My chief criticism on this conference was that there was not adequate conference on techniques of Dean's offices throughout the country. This was true largely because there were not enough small sectional meetings and their objectives were too generally stated. In my opinion, far too much time was spent in general assemblies considering general matters. Too few individuals came prepared to present and discuss specific principles and techniques of dealing with students."

"It was a mistake to have Cowley, the keynoter, on the program at the banquet session. The subject was too heavy for an occasion of that sort and he should have been on the program near the beginning of the meeting so that questions could have been asked him from the floor and informally here and there during the meeting."

"Much of the program seemed to be an unguided and unplanned 'gabfest.' This was disappointing to me because I had thought of Deans of Men as epitomizing the acme of efficiency."

"I do not know about the older members but I believe that the younger members of the organization will profit if they could have a large number of seminars on specific subjects. Have a number of these seminars going on at the same time. This would cut down on the size of the groups and allow for participation by all those who attend. It would also allow for members to select a special interest and to get more discussion on that particular subject."

"I should like to see the younger group given the opportunity to show the old folks something by way of personnel guidance, counseling, or what-have-you."

"In the forums and discussion sections the opening remarks took up practically all the time. I realize that the discussion must be started and kept moving but I do want to see it start."

One comment was on the relationship of this Association to the American College Personnel Association. This is the comment:

"I have only one observation of the Dallas meeting and I feel it is important enough to pass along. That deals with the very controversial question of relationship to ACPA. While I can understand that there are some very real differences in point of view and approach, it seems to be the fact that the two groups are seemingly drifting apart. I regret to see it become necessary for a choice to be made between the two organizations which fundamentally have more in common than they have separating them."

Eulogies and memorials were not spared:

One man wrote that he could understand the relationships of the men who have been in the Association for many years and that he would admit that he envied those men their fraternal spirit. Then he said, "However, as the organization grows it would seem impossible to devote so much time to eulogies and memorials."

"I felt on several occasions that sentiment had almost reached the maudlin point, but fortunately good humor saved the day. I realized that sentiment was only the expression of deep regard and is something which we see all too little in these days. To a new man, however, it was not too easily understood."

"Why do we have to take up our time to dig up the dead and bury it again?"

A scholarly publication of this Association was proposed as well as a full-time permanent secretary.

Some more general impressions were expressed and I will read some samples:

"It is obvious that the Association is experiencing some growing pains which reflect the changes in personnel organization going on at many campuses. The majority of membership is still made up of deans of men who are responsible only for men and frequently do not have duties along lines of such services as vocational guidance (except in a most general way), health services, etc., which involve all students. On the other hand, the number of deans of students is on the increase and since these tend to represent the larger schools they tend to be in places of leadership. This makes for some conflict within the organization (however friendly it may be) and makes a focus of objectives somewhat difficult. This was reflected by the committee's report and the discussion on 'Survey of Functions of Student Administration for Men, etc.' and the proposals and discussion on change of name for the Association."

The author of the above went on to say that the "lack of focus and character in the organization detracts to some extent from the value it could have to those who are working in the more centralized administration of over-all student personnel services."

"I enjoyed very much meeting the individuals but all the discussions struck me as being very definitely ineffectual. Much talk and no power. Much complaint and no power to correct abuses or face problems. Much criticism—and some of it worthwhile criticism entirely defensible—but no means of using the fruit of the criticism."

"I suppose I left the Convention with the conviction that I had before I arrived, namely, that a Dean of Men is not expected to and can't possibly hope to correct difficulties arising out of the administration's view on student problems. Or, if he can, it will depend entirely on his personality, not on methods and techniques learned from a convention nor even from techniques learned from associates."

"Sum it all up by saying that there was considerable interesting stimulation on a purely academic level. The pragmatic accomplishment was certainly nil or close to it."

"During the three days at Dallas I wondered about the purpose of the organization. It could hardly have been established merely to provide employment for Deans of Men. Nor could it have been to set up a Deans' discussion group. Nor could it have been established as a purely social organization. Maybe a combination of all three? If so, not bad—but on the other hand, not particularly worth my planning on further contact with it."

"I have given some attention to the literature sent out by Fred Turner and I must say in a vaguely general kind of way, that it hasn't been altogether useless—though I am not at all sure that it has been *useful*. Now there you are. I am on the fence. Which way will I fall? I don't know. I don't think it matters a great deal to NADAM, do you?"

"I hope that these random shots have no disturbing effect on your peace of soul."

One man said that it was his observation that we were in a rut but that he did not find the rut to be "at all bad." Another man said

that he too thought we were in a rut but that he hoped we would stay in it.

And those are the comments, observations, and suggestions of a number of our members.

Personally, I believe it is a good thing to bring these comments out in the open. These men have done us a service regardless of whether or not we agree with what they have said. A study of the program and procedure this year will show that the Executive Committee has acted upon a number of these comments and suggestions. Even so, I must remind the old members, and tell the new members for the first time some things about this organization and its spirit. There were only six present at the first meeting of this Association in Madison, Wisconsin, January 24 and 25, 1919. Little did those men know what they were starting. There were difficult problems which arose following World War I and these men wanted help from each other and sympathy and consolation with each other. In that meeting and in the meetings which followed there was a spirit of humility and a spirit of helping a fellow dean. There was a seriousness of purpose but there was always a sense of humor and an atmosphere of good fellowship. There were arguments and disagreements but there was always a respect for the other fellow's point of view—another way of saying there was tolerance.

One brief account of that first meeting had this comment: "As usual . . . the genuine benefit of the meeting lay in the inspiration of personal conversation and exchange of views and a paper and ink report of it will fall very short . . . of conveying its true meaning."

It is difficult to imagine the influence of those early meetings and of the men who attended them. Suffice it to say that a number of traditions were begun then and these traditions have given strength and life to this Association.

I believe this Association will mean more to each of us if we remember these things about its early days. The new men will understand it better and will enter into its spirit more quickly if they will think about these intangibles and these qualities and these procedures. We do not pretend to have all the answers, we disagree with each other, we are informal, we ramble a lot, but there is and should be a deep-seated desire to know what others are doing, and to derive benefit and give assistance in the give and take of informal discussion in the meetings themselves and at all times while you are here. Much will be learned in the lobby, in the halls, in your rooms, and here and there. Don't expect to attend one or a dozen of these meetings and become an expert or a technician of one kind or another. It should be and it is a privilege to exchange experiences and views in friendly informal fashion.

At this point, I want to read a few comments made relative to the collection of comments made about this Association as well as about the Dallas meeting. Here is one:

"Some of the comments are just egocentric gripes and many

ask the impossible of an annual three or four-day conference. It can not be a training conference; neither can it give opportunity for recognition to every member. It can give a welcome to every person; it can give him friendliness and identification with others; it can let him hear several scholarly papers and discussions of them; it can continue to give him invaluable perspective on his own job."

Here is another: "I think the expressions reflect the general attitude prevalent in the world today. After every war, we seem to have a tendency to be supercritical and be anxious to say what is wrong with America instead of what is right with America. But I think it is healthy for NADAM to have criticisms, and I think we are big enough to profit by them."

Here is still another statement:

"I must dissent from the opinions expressed about eulogies and memorials. Hearing about the founders of the Association and its leaders during the years should help to build up an esprit de corps on the parts of the members. Even as a person who is ignorant of his country's history can not appreciate his country to the fullest, so a member of NADAM who has not caught the intangible spirit of people like Goodnight and Bursley has not become a member in every sense. Only through knowledge and appreciation of the past history of the organization can the group hope to avoid repeating in the future the mistakes of the past.

"Let's try to keep NADAM small enough so that each member can know most of the other members. Let's not worry too much about making it a highly scientific personnel association. Let's keep it human and personal. Let's organize the annual conferences so that each person can find several sessions that will really interest him. We can not be all things to all people at all times."

That man has been a member of this Association only a very few years. You may date him by his reference to the young sprouts, Goodnight and Bursley, as the old men of this organization.

Another member wrote as follows:

"It seems to me that these comments indicate a great many of our members are expecting too much. I think they are totally unrealistic about the specific tangible assistance that they can get from any organization, and particularly from any single convention.

"I do not believe there is an organization going which can through an annual meeting train its newer members to be more effective in their jobs. Not many organizations can give their members regularly a specific technique which they can take home and apply.

"The job of being a personnel dean is so complicated and in so many aspects so intangible that I think we would be attempting the impossible if we made any pretense of giving ready-made data which could be carried home to the campuses of the country. I think some of our members are expecting that kind of help and are unhappy when they do not get it.

"My feeling has always been that the important purpose of an

organization of our kind is to develop personal relationships, from which values will flow, mainly of intangible character. If from any annual meeting of any association I can get one specific idea which may have application to my problem, I am quite happy. The value of these meetings to me is the discovery that many of our colleagues face similar problems and are attempting to solve them in about the same way and pretty generally from the same perspective. This in itself is helpful. The Association and the meetings also provide me with personal contacts so that if I do have a specific problem on which I want some help, I know personally the men in institutions to whom I may write personally, and get a personalized friendly answer in return.

"I think our first job is to help our members to become a little more realistic about the practical possibilities of an association like ours, and help them to reach an understanding so that they will use the Association and its meetings for the purposes which are feasible, and not to expect the impossible."

This Association now has 170 members. These may be broken down as follows:

A. & M. Colleges.....	2
Municipal Colleges.....	9
State Universities.....	44
Religious-backed L.A.S. Colleges.....	30
State Colleges.....	18
Private Universities.....	33
Technical Institutes.....	14
Religious Universities.....	5
Teachers Colleges.....	8
Private Colleges.....	9

A further division would show that some are men's institutions and some are co-educational institutions.

It is interesting to note that the Association has members in forty-six of the forty-eight states of the United States.

What about the sizes of the institutions represented in this membership? One institution has 370 students while another has 49,000. Let's look at this breakdown:

Institutions having less than 500 students.....	5
Institutions having from 500 to 1,000 students....	16
Institutions having from 1,000 to 2,500 students....	50
Institutions having from 2,500 to 5,000 students....	28
Institutions having from 5,000 to 10,000 students....	29
Institutions having from 10,000 to 20,000 students....	28
Institutions having from 20,000 to 25,000 students....	3
Institutions having over 25,000 students.....	7

This tabulation by size does not include four institutions.

Is it any wonder that no formal program could begin to satisfy that collection of kinds and sizes of institutions scattered over the

United States in all kinds of settings. Furthermore, there are dozens and dozens of titles represented in our group and the duties and responsibilities of those with the same title vary in any two institutions one may select. All of which means you can not satisfy or please everyone.

This means that we must work to get the benefits we want to obtain here. There is information here which will help you. It is admitted that it is oftentimes difficult to locate it. Later in this meeting, I intend to recommend a change of procedure which I hope will help solve this problem. For the present, I am suggesting that you new members call on the members of the Executive Committee and of the Reception and Hospitality Committee for assistance along these lines.

Last year in Dallas, we had one of the best statements of all time in this Association. I refer to Don Gardner's address on "Problems Before Us." It should be read and re-read. I was personally disappointed that there was little discussion at the time on what he said. I hope this meant an endorsement of it. This speech referred to the history of our work but it also dealt with its present and it pointed to its future. There were statements made by Don which will long serve this Association if we will only heed them. I wish there were time to read you this entire speech again. It is the sort of thing which I wanted to say in my own way except I thought it necessary to present some facts about our organization proper. Even so, I must quote a few excerpts from Don Gardner's speech of last year. For the benefit of the scholar, I have for convenience taken a few liberties with the theory of quotation marks.

"The 'Problems Before Us' seem to me to divide into two major categories. First—those which we as individual educators face; second—those which the Association as a group of student deans must meet.

"In the first category one can, of course, group all of the problems which face modern education. Books have been written on many of them, but I would like to bring to your attention several special problems which fall in this group. They may be enumerated as follows: the philosophy of what we call our work, how to implement and administer it, and how our organizations may best be effected.

"In many institutions the work of a student dean represents an accumulation of activities rather than a well-planned program which is part of an educational scheme. As we look back over the growth of the work of a student dean, we can see how a multiplicity of functions and services have developed. These services range from testing service to automobile traffic control, from dormitory supervision to handling student mail, from providing broad health service to maintaining first aid kits. Many remember the N.Y.A. days, the establishment of the armed forces programs, etc. and the burdens of strange services which they placed on our offices. As a result of having to supply all these practical services to students many

of us have not seen the true purpose of our work very clearly—helping the student develop himself. . . .

“ . . . I do want to propose to you a philosophy which I feel gives a clear and a concise statement of what we have been and are trying to do. . . . Permit me to quote it—

“This philosophy imposes upon educational institutions the obligation to consider the student as a whole—his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciation. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone.’

“This philosophy should be the same in every institution of higher education. It makes no difference what the enrollment, the nature of the student body, the general objectives of the institution, or the institutional environment may be. I feel that this philosophy can be accepted by all of us as a basic guide for our operations. And to me the first problem before us as student deans is to recognize the essential need of a philosophy and to use it as the basis for our work.”

At this point I want to inject this comment of my own. It is because of the execution of this philosophy in different ways varying with each individual that made Gauss, Goodnight, Bursley, Clark, Coulter, and others great deans. I, for one, hope that we never forget them and their philosophy. Yet, not one of them could qualify by many of the present criteria being promulgated here and there. The students knew these men had a sense of values and a design or pattern for living. They also knew these men had a desire to help and to be of service in any way possible. They knew that our field is as extensive as the interests and problems of each student. These men saw the forests and they also saw the trees; they saw their student bodies and they saw the individuals comprising them. Theirs was not a comfortable existence at all times by any means. All of them had experiences which demanded they take a stand and these stands were frequently unpopular ones. These decisions required judgment and wisdom of a high order and courage in unlimited degree.

There has been some “sparring” on the parts of some about the seeming conflict between the American College Personnel Association and this Association. Members of both groups have indulged in this pastime. Personally, I think this is unfortunate for both groups and unfortunate for the institutions we serve. Some of us are members of both groups and many of us are not. Some of us who are not, are doing better jobs—making more touchdowns, if you please—than some of the men in the ACPA. By the same token, some of them who are not members of both groups are doing better jobs than some of us who are members of this Association only. I contend the real test is the kind of job being done in the different institutions. It is lost motion and wasted effort for either

group to indulge in name calling. The good job in the individual institutions is the real test. That is where the real success is determined. It seems to some of us that proven administrative ability, the philosophy and conception of the work, and personal qualities are more important as qualifications for the big positions which open up than merely being a member of either group. The privilege of free choice is still open to us to be a member of either group or both. In any event, let's "keep our eye on the ball" and not let these distractions of petty and frequently uninformed comment interfere with our work.

Now I want to return to Don Gardner's speech. Here is another quotation:

"... In the past some student deans have become so involved in the operational mechanism of one particular phase of their work that they have ignored or shunned new methods in other areas. This had led to some becoming specialized rather than general administrators. Still others have viewed with alarm and frequently with disdain any new procedures and techniques in the field. Speaking quite frankly, this attitude on the part of some has seriously affected the reputation of all student deans. I regret to say that the history of our group has more than a few examples of student deans who (sometimes to their sorrow) have treated new procedures with contempt. The scientific method is as valuable in student personnel work as in any other phase of education."

I hope that all of us understand and appreciate the spirit which has been the breath of life for this Association. That is why men from all kinds and sizes of institutions have found something of real value in this Association. The spirit of that philosophy is what has served as the unifying and cohesive force of this Association made up of institutions ranging in size from 370 students to 49,000 students.

And now one more short quotation from the "Gospel according to St. Gardner": "We have known for a long time that some of the 'country club' atmosphere and assets so characteristic of this Association must be modified in order that we may help others and in turn be helped by them." The meaning of that is clear enough without further comment.

I speak now for myself, for the Executive Committee, and for this Association when I urge all of us to enter into this meeting with the spirit which has kept us going. Intelligent criticism and self-examination are always in order. There will be much about this meeting that you don't like. There is much that you probably will like. Certainly, there is something of interest to you. Our members have demonstrated that they can give it and that they can take it. Let us point out what is wrong but let us never forget what is right about this Association and there is plenty right about it.

This Association has a mission and a purpose, both of which have been fulfilled in the past, and the responsibility is ours to see that it continues to fulfill its mission and its purpose now and in time to come.

PRESIDENT NEWMAN: Gentlemen, we come to the next speaker on our program.

It is very seldom that I introduce a man in the way that makes me a book salesman, but I believe in this man's book, to the extent that I am willing to become a book salesman. I refer to a very small volume which I am sure many of you have read, which Fred mentioned in his newsletter: "Behind the Academic Curtain." After reading that book, I wanted to hear more of him. I thought he spoke our language. I thought that he represented a point of view which is largely that of ours, although we never agree on anything, you know, completely. So an invitation was extended to this individual, and we are very glad that he accepted.

I will not give you a long introduction, but I do want to tell you something of his experience. In the early days he taught English in a preparatory school. He was graduated from Haverford College, later he received his M.A. degree at Columbia. At Haverford, he has held practically every position—or certainly a number of positions which have brought him into contact with the whole picture of the institution.

He is Director of Admissions, has been Dean of Freshmen, has been Alumni Secretary, was Acting President for one and one-half years at Haverford College. He is also, now, a member of the Board of Trustees of the Episcopal Academy at Overbrook, Pennsylvania, and member of the Board of Officers at William Penn Charter School of Philadelphia.

He is now Vice-President and Director of Admissions at Haverford College. As I said, he is also the author of this recent book, "Behind the Academic Curtain."

I think that this man has had a breadth of experience. I think that he has had a background which will present to us many of the things that we are concerned with, and that we are interested in.

I take great pleasure at this time in presenting to you, Dr. Archibald MacIntosh, Vice-President of Haverford College. (Applause)

DR. ARCHIBALD MacINTOSH (Vice-President, Haverford College): Mr. President, members of the Association:

In "Behind the Academic Curtain" I called the chapter on deans "On the Carpet." The reason for that heading seemed obvious, but one sometimes wonders, all things considered, who is on the carpet, the students or the dean. In this gathering you will appreciate what I mean. Indeed, at this moment, I think I can easily single out the person in the room who is unquestionably in that position. I felt flattered at the warm invitation extended to me to come here and, at the same time, I was conscious that there was little chance that I could contribute anything sufficiently worthwhile to justify your confidence.

College administrators are required by custom to attend, or do voluntarily attend, many gatherings at which they are subject

to an endless round of talks, lectures, papers, discussions; and, as is the case in other areas, the real value of attendance of these affairs lies in the off-the-record exchanges of experience, meeting old friends and making new ones—and a very welcome absence from the office.

Probably it is very salubrious for us as fellow sufferers to look in each others' faces, shake each others' hands, and exchange ideas. The nature of the problems with which we must deal gives us a special and peculiar bond.

The connotations surrounding the title "Dean" are such that it is necessary to define which of the multifarious aspects of the job one will discuss. I take a clue from the name of this organization, *The National Association of Deans and Advisers of Men*, and will confine my remarks in large part to that aspect of the job which involves direct and continued contact with the students.

It should be made plain at the beginning what slant my own experience and prejudices take. During the last twenty years I have run the gamut of titles and jobs within the institution, including a lot of "deaning," but, first and foremost, I have been the admissions officer. My convictions regarding the importance of the admissions process are very strong. To a considerable degree I feel that in admissions the determination is made as to the nature of the college, and that the process has a more profound effect than is sometimes realized as regards curriculum, faculty, and, most of all, on the problems that the Dean will have to meet. Perhaps I should go one step further and say that my experience has been in a small college with a highly selective admissions procedure. This gives a special coloring to my thinking, I fully appreciate, but despite this there is much that is common to any dean's office regardless of the size of the institution.

In the book, I made the point that the dean's job is an impossible one since so many things are focused on him that no one person is capable of dealing adequately with all that is expected from so many sources—the "so many expect so much from so few" idea. Or one might entitle remarks on this subject "The fallacy of the forty-hour week." Some years ago, Jack Fuess, who has recently retired as headmaster at Andover, made the following pronouncement on admissions officers, and I cannot see but that it applies equally well to deans. He said:

"The admissions officer has a very difficult job. He must be a rare combination of psychologist, diagnostician, judge, and detective, with the sagacity of Solomon, the discernment of Sherlock Holmes, the diplomacy of Talleyrand, the patience of Job, the courage of Grover Cleveland, and the prophetic power of the Oracle of Delphi. He must expect to be the victim of cajolery, deception, threats, and abuse. Outraged parents will complain to trustees that he is too unyielding; angry professors will grumble that he is too soft. He must be *suaviter in modo, fortiter in re*, and the iron hand must always be available beneath the velvet glove. He must not be

shackled by tradition or entangled by obsolete regulations, but must be more concerned with results than methods. He must have the intuition to recognize that marks and grades do not tell the whole truth, and that a steady illumination is more useful than a quick brilliant flash in the pan. Such a man is difficult to find, but if supported by the administration, can do amazing things in maintaining the standards and building up the morale of his institution."

Despite evidence that one sometimes gets to the contrary, the primary interest of an institution is in the students. Our chief problem lies in bringing the right students and the right members of the faculty together at the appropriate time and place, and in the proper fashion. What is the Dean's function in this? For one thing, it lies in the mechanics of bringing this miracle about. And it is right here that he may, from the nature of the case, get bogged down in a morass of mechanics from which it is difficult if not impossible for him to extricate himself.

In bringing about this meeting between teacher and student, he fulfills a necessary and important function, but experience has shown that there are teachers and teachers and students and students, and in many cases "never the twain shall meet" on the grounds and in the areas which are important to what we are prone to call the broad all-round education of the student. A football coach in a bad season resorts to "character building." (Laughter) The same principle, with certain modifications, may be applied to a losing season in the classroom. And the Dean and the advisers may well be the men who save the day.

As soon as the Dean has managed things so that he is "up to his neck" in students instead of "up to his neck in administrative detail," he has maneuvered himself into a position which gives him the chance to accomplish something significant in the educational process. Again I am assuming that contact with the students is the primary aim. It is in the degree and the duration of this contact that we find the fallacy of the forty hour week already mentioned.

The isolation and exploration of one small problem for a student results in a concatenation which may be very time-consuming and demanding as far as the Dean is concerned, but is highly important for the student. How extended a chain of events one may uncover is not predictable in advance, but often with a modest beginning it is possible to give form and direction to a student's whole future in a most unexpected and significant fashion.

It is this area of "problems" which, I think, is most interesting and which yields most worthwhile results. We are all familiar with the student who comes in knowing exactly what courses he wants to take and what he is going to do. He goes merrily on his way causing no trouble, asking no questions and taking practically none of the dean's time. On the other hand, we have the man who seems to be a problem from the start. He is always in some kind of trouble and he takes a great deal of time (and often his parents

with him). As we all know, these are the undergraduates whom we come to know best, and it is against this background that some life-long friendships are begun.

We have all had a student in difficulty express the idea that his particular type of problem is unique. The inference we are expected to draw from this is that here is a new type of problem for us, and that there is something reprehensible about it from his point of view. The fact of the matter is that doubtless we have seen the same sort of problem many times, and had we been consulted earlier we might well have gotten a better start on a solution.

The other aspect of this situation is one which frequently is not clearly recognized. For a student to find himself involved in difficulties of a complex nature and for him to solve this problem with the help of the dean and others who may be brought in for one reason or another, is one of the most broadly educating experiences that he can have. As he comes to understand the factors surrounding the problems he begins to understand himself, and when he begins to understand himself in this particular situation, he has gained a knowledge which will be useful to him in the later situations which he must confront. Everything that he does, not only as regards his academic work, but also in his relationship with others, takes on a new meaning and significance. With a new understanding of himself he will have an understanding of others, and an effectiveness in dealing with them which he never had before.

It well may be that out of this particular experience will come some of the wisdom, a degree of maturity, a stimulation, and a confidence that one might expect to stem from a very different set of circumstances. I have seen this thing happen too often not to recognize it for what it is, and too often to overlook its value as an important educational process. In other words, the dean has been doing some teaching, which is not in a traditional subject matter field, but which, in the long run, may be more fruitful than as if he had; a teaching job that has profound implications if we really believe what we say in our catalogues (if we do say it) about the development of an individual and the building of character.

Some people have taken the position that the dean and the other administrative officers should do some classroom teaching. Undoubtedly there is much to be said for such an arrangement as furnishing a contrast to hours in the office and the stimulation of work in the field of his particular interest. Certainly it is a relief to be locked up in a classroom with the students and away from telephones, buzzers, and the thousand demands on one's attention, but a teaching experience of the kind I have tried to describe calls for all the skill and artistry that one has, and frequently is more significant, more stimulating, and more satisfying than any other experience the dean can have.

We must recognize the limitations of time and the pressure of events. No one man can do an indefinite amount of this sort of thing but will have others to help him, and what I am trying to

say applies to others on the job as well as to the dean himself. Frequently a number of consultants are called in on one phase of the problem or another—the physician, the psychologist, the psychiatrist, the chaplain, to mention some. Sometimes a particular professor may be of special help. The nature of the problem in question is such that it is extremely difficult to set up a program sufficiently flexible and imaginative to meet the demands which the problem poses. No doubt we can learn much from each other, but each of us has a particular student body, a particular set of advisers, a particular institution to deal with, a situation which has its own special overtones.

One has only to scan the literature to realize the increased amount of attention that is being given the advising and guidance of our students. The First World War made us conscious of psychological problems previously unrecognized. The Second World War made us further conscious of this general area and turned the spotlight on the place and function of the psychiatrist in no uncertain fashion. Important as his function is, I sometimes wonder whether reliance on him isn't too quick and too complete. Certainly we all have students whose difficulties are so deep seated and complex that the only proper course is to turn to the psychiatrist, but isn't it possible that we can develop a habit of throwing up our hands too soon and asking for help before we have done all that we might very effectively do ourselves.

Not long ago I listened to one discussion of the proper program for mental health and wondered whether the inevitable conclusion wasn't that we should have a psychiatrist for every student. In the light of our present financial problems this would, of course, present a formidable additional burden, even if we could find the men we were looking for. Indeed, the scarcity of men with this training, who are qualified to work with students and interested in doing so, is such that we must, of necessity, recognize that we cannot with any assurance assume that we can get adequate help for our minimum needs. We must, therefore, lay our plans with this situation in mind, and try to devise procedures which will enable us to use the psychiatric help that we can get most effectively.

It seems to me possible that by a skillful, imaginative, and understanding approach to our students, we can do much more than we think. In many cases we are dealing with problems that have not become serious ones. If we can catch them early, we may, without resort to a specialist, prevent them from becoming serious and thus forestall future trouble. In many instances what the student seeks, and needs, is sympathetic understanding. One does not have to have had a highly technical training for this, and as long as the counselor recognizes his own limitations, he may accomplish much. I hope that nothing I have said in regard to the place of psychiatry will be misunderstood, but I feel strongly that we must retain a sense of proportion and that we should not overlook our own responsibilities as well as our own potentialities in searching for solutions.

Primarily it is the kind of person that the counselor is that is of

greatest importance. If he is the sort of person who can listen that is all to the good, because first and foremost what students seem to want is somebody whom they can approach without trepidation, and secondly, somebody who will "talk things over with them," which in the light of experience I interpret as "somebody who will listen while they talk."

I have already pointed out that there is a limit to the dean's time and the dean's energy. In looking for help and relief, he should, I think, exhaust the possibilities around him because he may have a number of unrecognized sources of help ready to hand. Besides those on the staff who can lay claim to some special training, there are frequently members of the faculty who have a special interest in the students as individuals above and beyond the classroom relationship. They have an interest in behavior, an objectivity in regarding it, and a tolerance which make them valuable in advising. It is true conversely that some faculty members have no interest in this sort of thing, no flair for it, and even though circumstances may seem to require that they become advisers, and the end result will probably be uniformly negative.

The potential help in the faculty should be given thorough investigation and consideration, and as one expert in the field said recently we should act "on the assumption that teachers will be aided to become better counselors of their students on general matters, rather than that they abdicate this function to a specialist in the field."

So much for the job and some thoughts connected with it. An important question is: Where do you look for men to fill this job?

By definition the demands of the deanship are such that one wonders how one person can begin to meet these requirements. The Fuess statement is one way of putting the case. Another is to draw up an exact list of specifications and to look for a man who best seemed to qualify. And where do you find such a man?

Maybe your experience has been different from mine, but my observation is that the selections are often made in an extremely haphazard manner, frequently under the pressure of a situation that calls for speed and prevents a deliberate and careful search for the ideal person. Very often a man is plucked from the classroom on a temporary basis which turns out to be far less temporary than was at first supposed. It seems to me that one aspect of a dean's training should be teaching experience, though it seems to me doubtful whether a man who is a superlative teacher will necessarily be a superlative dean. And the lack of first-class teachers should be something of a deterrent in looking toward this source for material for the deanship.

A second possible hunting ground is in the administrative staff itself. It well may be that among the counselors or the advisers, or in the admissions office or some such place, there will be, by accident rather than design, a young man who has the attributes of personality, the breadth of interest, and the courage to recommend him for the job. No doubt many of the men who have graced the

office are the result of some happy accident in such a progression.

Still another possibility lies in going outside the institution and persuading a man at another college or university that your position is far more important and more promising for the future than the one he now holds. A raiding party, in other words. In certain respects this procedure has much to recommend it. The gentleman in question will have had the chance to make his mistakes, do his experimenting and gain his experience and maturity on someone else's time, and you benefit by the results. Such an operation does not always create the most cordial feelings between institutions, but it may solve your problem—at least until the same thing happens again in reverse order.

After doing some thinking about this situation during the last several years, I have come to feel that it is important to us all to consider the possibilities of some more rational and more orderly system for solving the problem. Please understand that I have no satisfactory answer, but rather some suggestions which may be worth considering. The first of these is an awareness of the problem even though at the moment we seem to be well fixed. One of the reasons why we have such a hard time when we are faced with the immediate necessity of an appointment is because we have been doing little in the way of thinking and preparation during those periods when everything seems to be going smoothly. The situation calls for a constant process of regeneration, and there is little likelihood that this will happen just by accident. Fortright planning and a head-on attack would seem to be in order.

Where do we look for possible material? First and foremost, of course, in our own institution. How fruitful this search will be depends to a degree on the size of the college or university. In a small place, such as ours, the field is decidedly limited, from the nature of the case. In a place with a big staff a careful scrutiny of the personnel may uncover one or more possibilities that show real promise and had hitherto been overlooked.

Another area suggests itself to me as a result of admissions work. Every once in a while in one of the schools I visit, I run across a man who is interested in getting into college work, though not necessarily college teaching. For the kind of job we are talking about, his secondary school experience seems to me to be a real advantage. I know of several cases which illustrate this point and where the school experience has been most worthwhile in the later college work. Here is a possible source of supply which should be kept in mind.

Occasionally I have a young man to come to me and ask, "How do you get to be a dean?" Possibly some of you have been asked this same question. If you have, you are well aware of the difficulty of giving a satisfactory answer, for there seems to be no logical and accepted course of action to pursue. The approach seems to be by indirection, and the element of luck plays an important role. Considering the difficulties we have in finding good men for the job, it

seems too bad that when we have a man who actually wants to head in that direction we can't give him a straight and clearly marked path to follow.

What suggestions can we make that will be helpful to him? Possibly first might be some comments on the demands the job makes and what his qualifications seem to be at present. In other words, early in the game some estimate of a candidate's own personality should be made by him as it surely will be made by others later. One might interpolate here that, when we consider the complexity of the job and the difficulty in defining what proper preparation is, of one thing we can be sure, and that is whether or not a man will make a successful dean depends more on his personality, his temperament, his interests, his character than on anything else. A candid appraisal of this particular aspect of the situation would seem to me to be the important first step.

If the answer seems to be affirmative and the young man still persists, it seems to me that he should be advised to get started in a position which will throw him into contact with students and their problems, as well as the problems of the institution, although the particular position may have no appeal for him as a permanent position. It is important to get a start; to take the first step; to have a base from which to work. From this point his actual experience begins. His later success will depend on what he gains from this experience. Dependence on experience alone does not seem to me enough. There should be constant scrutiny of what is going on; questions about it; formulation of principles of action; the building up of attitudes and of a philosophy.

Since he will be preoccupied to a great extent with individuals and their behavior, it follows that whatever attention and study he gives this matter will be all to the good in making him more effective. This does not necessarily mean that he must be a trained psychologist for it is true that many well-trained psychologists could not fill the position in the way that would seem to me most desirable. It is important, however, that his background be such that he can find his way in the morass of tests, of psychological and psychiatric terminology through which he will have a flounder, and that he be in a position to profit by everything worthwhile that has been accomplished during the last twenty or thirty years in this area.

In addition he may properly have his own field of interest in the curriculum which may, if it doesn't happen to be psychology, provide at once a contrast to the daily routine, and at the same time an approach to the general educational plan of the college. For, in addition to the students, this plan into which he is helping to fit them is one of his major concerns. In any event, there must be some relief and some contrast if he is to be interesting and fresh in his approach, and is to resist being so completely absorbed by his work that he runs the risk of handling the office in a mechanical fashion.

Again I must say that we cannot tell our young men that there is a sure and steady progression. Certainly we should give the

matter more thoughtful consideration. I sometimes wonder whether it would be possible to devise a practice comparable to hospital internships, or whether there might be some more adequate means among institutions of passing around the word in regard to candidates. While I was preparing these remarks, I received letters from two men whose experience seemed to me to fit them for serious consideration for student personnel work. There must be a number of administrators who would like to know about them. The importance of the position in the educational scheme warrants a further study of the whole problem and demands a more satisfactory solution than we now have.

As I approach the conclusion of these remarks you see that I was correct in stating that I have no "answers." I have made some observations on the job itself, on the opportunity that is offered to do a special kind of teaching, on where one might go to find a dean, and on what one might tell a young man who aspires to such a position. None of what I have said is new, and many of you could have said it better. It represents the speculations of one interested person on the matter.

Maybe, in the last analysis, one might say that the dean is an artist, a craftsman in the subtle interplay of the line and shadow, the color and form of the human personality, and because of the intangibles he deals with, we are baffled, as with the artist, in saying what his training should be, how we recognize him when we are looking for him, and how we describe this manner of man. (Applause)

PRESIDENT NEWMAN: I am afraid our speaker has all kinds of definitions of a "dean." I noticed in his book he says it may be something of a legendary figure, as cunning as Satan, as patient as Job, and as unscrupulous as any Machiavelli.

Gentlemen, you have heard these remarks, and he too is now available for any questions.

MR. FRANK C. BALDWIN (Dean of Men, Cornell University): Don't you feel that a chap who wants to get into this should have some teaching experience? We find that one of the difficulties is getting counselling across to many of the faculty members.

DR. MacINTOSH: I think that is true. I think that the job, a great deal of the time, is trying to fit the student into the academic process of the institution, and unless the adviser has a pretty thorough knowledge of what is going on, and what goes on in particular courses and classes and with particular individuals, and what the general philosophy of the college or division is, he really is not fully prepared to do the job or do the kind of job that he should do.

MR. ERICH A. WALTER (Dean of Students, University of Michigan): Dr. MacIntosh, do you have anyone now as an apprentice in your office, who originally came to you and said "I would like to be a dean." Is there any one among us who has started an apprenticeship program in his own office? (Raising of hands)

DR. MacINTOSH: Because of the size of the institution, we have no arrangement of that kind. It has been a matter of concern to me over the last few years in connection with our admissions office. We have no younger man at the college, who is beginning to get broken in and who could handle it.

MR. T. J. THOMPSON (Dean of Student Affairs, University of Nebraska): I have had, in the past several years, two men in my office with that purpose in mind. Both of them have gone into industry now as personnel men. At the present time I have two young men who are intending to go into that kind of work somewhere. I urge these young men to go ahead and get their advanced degrees, both Master's and Doctor's degrees, and I also insist on their doing some teaching.

PRESIDENT NEWMAN: Some say teaching is necessary. I don't agree. I think it is very desirable, but I do not think it is essential. I think you can get the viewpoint without it.

SECRETARY TURNER: Mr. Chairman, there is a young man in the room, Richard Hulet, who is in this experience. He is trying to find his way into the field. Could he tell us firsthand what kind of problems he is running into?

MR. RICHARD HULET (Acting Supervisor of Temporary Housing, University of Illinois): I started as a part-time clerk in Dean Turner's office, and through my experiences working as a part-time clerk in the office, decided that I would like to be a dean of men.

I found this to be the case: it wasn't a matter of one's desires or one's abilities, as much as it was a matter of being in a particular position where a university needed a person at the moment. By that I mean, were I immediately qualified for the job, perhaps accepting a position which, although it would benefit me with experience, was not exactly pointed to my ultimate goal.

That is what I am doing, working for the Director of Housing, which is under the Dean of Students, but not immediately in the office of the Dean of Men. I feel that is a possibility thinking of the contacts and experiences in related fields, of working into other positions which perhaps you have set as your goal.

There are other difficulties. One is contact with other institutions. I think that is one of the fine things which can come from an Association such as this, where young men like myself, who have a goal of Dean of Men, become acquainted with people who are leaders in the field.

Course work is another thing. Because of my immediate or first choice of personnel administration, I had considerable course work in psychology.

I am now finishing my Master's in Education, with psychology and sociology as a minor. I am not at all sure that a degree in psychology is a necessary prerequisite for working as a Dean of Men. I sincerely feel that experience and personality are major factors which cannot

be compensated for by academic training in either psychology, sociology, or education.

MR. R. C. BEATY (Dean of Men, University of Florida): I want to ask Dr. MacIntosh, how to answer a young man who says he wants to be a dean, counsellor of men? What is the minimum professional training?

DR. MacINTOSH: Well, I was asked that question two or three years ago, by one of our fairly recent graduates. I told him that I thought he should at least get his Master's degree in his own field of interest, economics.

He wandered around the country, and told me of one or two possibilities that had come his way, and said that they didn't sound particularly attractive, and I said, "Well, whether they are attractive or not, I think that it is important for you to get a foothold."

In my opinion it doesn't make a great deal of difference what the particular job is at the start. If you are really interested in this, and mean business, and have the stuff, all you need is a chance to make the start, and you ought to make your own way.

He started off as an assistant dean, and later went into the admissions office, and I understand now is moving to another institution in the admissions office. It is rather an important job, and it is interesting that in a short space of time as that, he should make the progress that he has.

As I said, I think that very frequently these things have a good deal of the element of luck in them, and it would be so much more satisfactory if there was some regular progression. The thing that I feel very keenly is this problem of suddenly being faced with having to find a man, and not knowing where to turn. You put out feelers in every direction, but you have a feeling of frustration in the matter that it is all very vague.

MR. BEATY: I think there is a feeling in certain quarters, that you can't do this job of counselling of men unless you have had a certain amount of so-called "professional training," regardless of other characteristics.

MR. JOSEPH A. BURSLEY (Dean of Students Emeritus, University of Michigan): May I just speak for a moment to the point that was brought up a short time ago by Dean Baldwin, that he felt it was necessary that a man should teach in order to make a good dean.

I don't believe that is so. I was a teacher before I became a dean, and for 26 years that I was dean, I continued teaching. I wanted to keep that contact with the students, and with engineering work. I kept one class at eight o'clock in the morning, and then spent the rest of the day on the other job. But I don't think that is necessary. I have known a number of very successful deans and advisers, who never had any teaching experience. They might have perhaps

had a little better standing with the faculty to start with if they had had that experience, or if they had a Master's or Doctor's degree, but I don't think that those degrees would have made him a bit better as a dean.

His success depends on how the job is done, and how the man feels toward the students, and how the students feel toward him. Whether or not he is a teacher, or has a degree is something that is incidental.

MR. WILL HAYES (Dean of Men, University of California, Santa Barbara): I wonder if we are not going around just in circles here in expressing opinions? It seems to me we are getting into the deep water of trying to put up a standard of measurement against which we deans are to be evaluated. I don't think that is possible. I echo the latter sentiments of the previous speaker, when he said the situation determines in a large measure what the man should be, and I don't think we will disagree that our problems in our individual situations are unique.

PRESIDENT NEWMAN: I think it is very important that we prepare to reproduce ourselves. There must be something done about it. It has been mentioned time and time again, and this Association has said, "We should have a training program," and then something comes along like World War II, or something like that, and we find ourselves doing other jobs, draft deferment and things of that sort.

But one of these days there is going to be an idea developed here, it may be implemented, and we may be on the right road.

I think also there is this matter of division as to administration and teaching. Many Boards of Trustees are making this mistake. They seem to think that because a man has been an outstanding teacher or scholar, that he will without a doubt, be an outstanding president.

We have many monuments to that error, because they find out that a man who has done one job well, does not do another job well. So I hope there will be some definition at sometime, which will show that a man can be trained and can work along in certain lines, whether it be by training or by apprenticeship, or by sheer ability in certain lines.

MR. L. J. BISCHOF (Assistant Dean of Men, Southern Illinois University): This is my first meeting, and it started out rather uniquely in that the President got up and gave quite a blast on what was wrong with the organization. It occurred to me, the reason is rather obvious in discussing how to pick or how to train a new dean.

I looked on page 2 of this excellent report, and I find that 82 out of the people called "Dean of Men" have bachelor's degrees. That may be the bulk of the men in this room, who are sort of the older stock.

I am in the same position as the gentleman here, working for my degree, and an assistant dean of men, wanting to be dean of men. But I am confronted with the first question: "What degree do you have?" Or, more to the point, "Do you have your Doctorate?" So it is a big problem to us who are trying to swim upstream. We don't have established prestige. We have to get some degrees behind us. We have a different kind of preparation to go through, than some of the older men here who have been deans.

PRESIDENT NEWMAN: Thank you very much. We certainly appreciate you new men speaking.

MR. ARNO J. HAACK (Director of Student Affairs, Washington University): The most difficult point of counselling the fellow who would like to be a counsellor, or dean, is advising for the academic program.

I grant that a Ph.D. in psychology or an A.B. in some field might become a good dean. The personality attributes stand out above those particular disciplines.

The problem lies with the graduate school. If we could write what we would like, it would not be psychology or sociology but a dynamic combination of both. I like a good acquaintance with psychology, enough to know the terminology and the pitfalls, training in social work, or group work division, some background in sociology, some combination of five or six of our usual disciplines. There are places in the country where a man can get some combination like that, but they are very few. It seems to me that is the difficulty.

We might address ourselves toward the graduate school for a loosening or combination of materials in the form of a degree, a combination that we can work with.

MR. E. F. BOSWORTH (Dean of Men, Oberlin College): We have a Director of the Men's Building, our largest freshman dormitory, and head Freshman Counsellor. He lives in the building and has a dozen carefully selected upper class freshman counsellors. He runs the building, he has charge of counselling in general in the whole freshman area—of 300 freshmen; we pay him \$1200 a year, room and board, and give him an opportunity to carry two courses. In three years, he can build up a Master's degree.

It seems to me that that is a very good training for a man who wants to go on in counselling, in personnel work in the educational area.

MR. DONALD M. DU SHANE (Director Student Affairs, University of Oregon): I was at Lawrence College for thirteen years and taught at Columbia before that. I recall some 12 or 15 men who came to me at one time or another and said, "How did you get to be a dean?" (Laughter)

Then I counted out, with names in mind, the men I have taught who have become, or are becoming deans, and there were eight, three of them members of this Association. More than half will

not have graduate work in the field of psychology. Of the three who are members, two reached the deanship from teaching other subjects, and one, the most distinguished, took his master's only after he started, because that was, he thought, necessary.

Yet these eight men are in no case the same person, as any on the first list of those who wanted to be deans.

I don't think they got to be deans without wanting to, but they weren't the ones who initiated it. Most of them came out of the kind of background that Ned Bosworth was speaking of, persons whom we chose to be counsellors, or picked out of our Senior class, as men who had a combination of qualities which we thought would make them good persons to handle students.

The conclusion I come to is that it is not a process of self-selection, nor of objective selection. It is largely happenstance. But in so far as it is a process of selection, it is wholly subjective.

MR. RONALD McCREARY (Dean of Men, Kalamazoo College): I was interested in the remarks made by Dr. MacIntosh about the high schools as a source of deanship material. I am one of those people. I would like to know how many present are also of high school background. (Raising of hands)

PRESIDENT NEWMAN: That shows you. I hope Dr. MacIntosh will speak about the centralized, or decentralized approach.

DR. MACINTOSH: I don't feel that I can give any definitive or clear, answer to that. I think that, as I tried to say, each of us is dealing with a peculiar institution, a peculiar set of circumstances, that it is a unique situation, and it has seemed to me that if you draw an organization schedule or form that looks very satisfactory on paper, the results may be very small.

It is a matter of using all the available material, of looking around, and trying to make an estimate as to who the people are that are really effective in dealing with the students. You can't make a man a counsellor or a dean simply by calling him that. The students will inevitably go to the person in whom they have confidence, and who they think can help to solve their problems.

Our experience at Haverford has been somewhat varied. Before the war, we had a very small student body, and the people in the administration, the Director of Admissions, the Dean of Freshmen, the Dean, and so on, handled most of it, or all of the advising and we felt at that time that we knew the student body pretty well, recognized their problems, and had a fairly good grip on the situation.

When we filled up after the war, the staff simply was not large enough to continue under that previous arrangement, and we started in with a plan whereby we used a good many of the faculty in advising, and some of them have done it very successfully, and others have not accomplished anything at all.

We have had some criticism from the students in the case of some

advisers, to the effect that all that happens is that they walk in and present a schedule at the beginning of the term, and he signs the schedule, and that is the last the student sees of him, and the student has no feeling that the adviser has any particular interest in him, and as they go about the campus, indeed, hardly recognizes him.

I tend to think of this thing in the terms of our own particular situation, and I recognize that in the cases of many of you with extremely large student populations, that the problem is entirely different, and that is one on which I don't feel competent to comment very much.

MR. CARL A. KALLGREN (Dean of Men, Colgate University): I think it is germane to advising the young man about the dean's positions, to know how many institutions fall back on their own alumni. How many men are in the institutions where they took their undergraduate work?

PRESIDENT NEWMAN: Can we have a show of hands? (Raising of hands) All right. The contrary. (Raising of hands) I would say a majority of those are in institutions where you did not take your undergraduate work.

MR. ROMAIN KUETH (Dean of Men, Capital University): I am a little surprised that one source of material for deans has not been mentioned, and that is men who have had industrial personnel experience.

There are people in personnel work in industry who could be used, who can add some of the efficiency to college personnel work which industry sometimes accuses colleges of not having.

PRESIDENT NEWMAN: That is certainly true, and I am sure if the salaries were met, that would be a very productive field.

MR. EARL C. DAVIS (Dean of Men, Centre College of Kentucky): All of you have been speaking in terms of counselling students as though that is 100% of your day.

I am in a small college where we only have 600 students, and counselling of students would occupy fifty per cent of my day. But the other fifty per cent I spend in administrative work, and if a man is preparing for the job of dean of men, he should have some background in administration.

I started in with teaching and kept on with some of the things I got from Drexel Institute, under the name of mathematics, and used that as a starting point, as a subject to teach.

But I was most interested in guidance, and I went into graduate work, in administration and guidance of public school work. After the war, I found a niche in the colleges and I think my biggest aid towards getting to be dean of men was to make the association of the College President. (Laughter)

I was teaching mathematics at Lafayette College at the time, and

told President Hutchinson that I was interested in being a dean of men, and he thought, "Now this young fellow needs to be farmed out and seasoned somewhere." So the opportunity came to farm me out to the Centre College of Kentucky.

In addition to that, I have kept on with my Doctor's degree, in the field of education, in psychology and guidance, and I therefore agree with all of you that we need some background of experience. We need psychology, sociology, and training in administration. We need some background of understanding in industry, because very often the dean of men in a small college will be director of admissions, director of placement, director of testing, director of anything that everybody else doesn't know what to do with.

In addition to that, you will also have charge of dormitories and have to counsel the students in their rooms and in their daily work. You will do everything that does not actually pertain to the teaching load. And, in a small college at least, that requires a man not only of personality but a man of background and training in the work.

PRESIDENT NEWMAN: I would like to read something from Dr. MacIntosh, on this matter of guidance.

"It has been realized that in order to educate a student it might be necessary to help him in choosing his courses and also in grappling with some of his financial, personal and social problems; it might be necessary, in short, to give him what has become known as guidance. The necessity for actually doing these things did not present nearly so much of a problem as swallowing the horrid term guidance. And, of course, there were many college people who looked upon anything in the nature of guidance as superficial frosting on the academic cake: Pretty for those who admired that sort of thing, but really not essential and certainly lacking in the dignity of the academic tradition."

I think a lot of us balked at the term guidance and the matter of terminology is of some interest.

MR. JORGEN S. THOMPSON (Dean of Men, Augustana College): I got into the dean of men's job probably through an accident, and have been in it for two years. I felt that I needed more training, and it seemed that probably most of the work connected with it would fall under psychology, sociology, and so forth, as mentioned already.

I found that the University of Colorado has a degree called the Master of Personnel Services, where you take work in psychology, sociology, engineering, nursing and so on, with a few required subjects, of course, that have to be taken for any Master's degree.

MR. RALPH E. DUNFORD (Dean of Students, University of Tennessee): We have been dwelling here on the excellent and beautiful qualities that counselors and deans of students should have. I wonder if Dr. MacIntosh would like to elaborate on those points.

DR. MacINTOSH: Well, I don't think I want to elaborate very much. It seems to me that the essential thing, however, that the

complications of the job, as I have tried to say, are such that the demands put on the man are such that it is almost impossible to arrive at any satisfactory definition.

If it were to be boiled down to one statement alone, I would say, I think that the essential thing is a real, profound, thoroughgoing interest in the students. That involves many things.

MR. DUNFORD: The point I wanted to make is that the type of person who says, "I have been in industrial personnel work," may develop specific, technical training, or any other things that would recommend him, but as brought out here in the case of engineering where they haven't been successful. They look upon this job of personnel work as a very fine one, and say, "I have a tremendous interest in people. I like to work with people." I think that is subjective.

MR. CARL W. KNOX (University of Illinois): There are a number of us who soon will be facing the selection of a doctoral thesis subject. Would there be any mutual benefit from a committee from this Association, suggesting possible topics, which might result in practical use of this thesis?

SECRETARY TURNER: Gentlemen, here is a letter from Mr. Victor E. Ricks:

"PROBLEMS WANTED: In the interest of NADAM, the promotion of better personnel services in our colleges and universities, and for my benefit too, I am inquiring from you in the field if you will send me topics or problem areas which you feel need further study, development or research. At the present I am beginning research for a possible dissertation topic at the University of Chicago in the field of Student Personnel Services at the College Level. I would like my selected topic to be one that would be helpful to all of us in our work. Your assistance in pointing out these areas will be appreciated. You may contact me at 3750 Lake Shore Drive, Chicago 13, Illinois. Victor E. Ricks."

MR. FRANK R. HUNT (Dean of Men, Lafayette College): I would not want an assistant who hadn't had teaching experience and some graduate work, but I think I have had a measure of success with three men picked out of Senior classes who have worked for me in various capacities under the title of Student Assistant, or Administrative Assistant, and then have gone on in other ways. They found out whether they like personnel work, in that experience.

But, for a dean, I would like to have some teaching experience.

MR. GEORGE C. GRIFFIN (Dean of Students, Georgia School of Technology): I was one of these fellows with a Bachelor's degree, and I became ambitious and started studying for a Master's degree. They heard about it in the Administration, they sent for me, and said, "There is only one degree for you to have. That is the degree of SF. That means the 'Student's Friend.'" That is what the dean of men has to be.

MR. H. E. STONE (Dean of Students, University of California): I can relieve some doubt in the minds of these young men as to what it takes to be an assistant dean, and eventually a dean, by reciting briefly the qualifications of some of the members of my staff, and their background.

One of my Assistant Deans of Students is a graduate engineer, who got into high school teaching, took his Doctor's degree in education, and is now supervisor of teacher training. Another is a professor of social science. My adviser for men had a background of high school teaching experience, and Naval Intelligence during the war. Another man on the staff came from the field of industrial personnel work; another one from the field of social work. I have one who has graduate work and a great deal of work in the field of recreation and physical education. Others, a teacher of college English, and a professor of accounting.

MR. GEORGE DAVIS: Within the last few years there has been discussion about this organization sponsoring a workshop for these people who want to become deans. Would it be out of order to ask Col. Cole about that?

MR. PERRY P. COLE (Director of Student Life, Louisiana State University): Come to Baton Rouge on June 20, and we will give you all the answers. (Laughter)

PRESIDENT NEWMAN: All right, gentlemen, I think I am going to call off this discussion at this point. I know we can go on all week on it; and, Dr. MacIntosh, I would like to say that I cannot explain whether this discussion has been because of what you said, or in spite of what you said.

SECRETARY TURNER: This has been a good discussion, but we have spent a lot of time patting ourselves on the back and telling how we got to be that way in spite of ourselves. The man from Centre College hit the nail on the head when he said that there is a certain amount of professional training that is essential in this business if you are going to get some place. That professional training, at the present time, does not include training in administration, and the training in administration certainly is a part of the picture, either by experience or by formal training.

There are some who would like to say that you can't do any good in this field unless you have had our specific brand of special training. I think that that specific brand of special training in some cases may be splendid stuff, if in addition the individual has innately, or through experience and training, the administrative background.

Merely having the professional training is like saying that certain doctors are going to be good doctors because they have been trained as physicians. They are not all that way.

If we will keep in mind that this specific, special training may be a fine thing in some cases, it may lead the individual who has the specific training into a specialized unit within a general organiza-

tion. I don't say that a man, to be the good administrator, has to be specifically trained in counseling and guidance, because in a big organization, the unit on counseling and guidance is just as much a specialized group as your health service, or accounting service.

We have tended to say here this morning, you don't have to have specific training to do a good job, and I believe you do.

If you can begin the specific training with innate or experience background so that you have the administrative ability, then you have the answer. I don't think we need to kid ourselves at all. In this day and age, the training in specific fields is a part of the picture whether you use it for general administrative work or become a part of a specialized bureau.

PRESIDENT NEWMAN: I say, if you go back and read Don Gardner's speech, you will get another philosophy of the whole picture, of failing to take advantage of new techniques and new approach. I still recommend that to you for your constant reading.

PRESIDENT NEWMAN: Let's come to order, please.

Gentlemen, of course if you haven't recognized that from my accent, I am from the Deep South. There has been a lot of discussion and a lot of questions asked about the subject of discrimination. Of course, some of you Yankees have just learned of the problem, (Laughter) while many of us have been living with it all our lives. We admit we don't know the answers. But there are some of the individuals from the other sections that at times think they have a number of the answers. That will not apply to our speaker.

Seriously, whether we like it or whether we don't, I will be so bold as to make the prediction that in the course of the next few years, this subject of discrimination is going to enter into the problems of our institutions and the problem will not be confined to the northern, western, and mid-western and far-western campuses. It will come right on home to us in the Deep South. So we need not think of us being self-righteous about the matter and say, well, that is just something for them. It does not concern me.

I asked Everett Baker to give us a brief statement of this problem.

At this point, I would like to present Dean Everett Baker of Massachusetts Institute of Technology. (Applause)

MR. EVERETT M. BAKER (Dean of Students, Massachusetts Institute of Technology): "Foots" has already given the first item of my remarks. I was intending to say exactly what he said about the importance of the problem and the fact that it probably will seep in if it has not already, to the very hearts of our several colleges and universities.

Last week, "Foots," I read in your Quarterly a comment on one of your great statesmen, Thomas Jefferson, in an excellent article, a quote from a letter written to Thomas Jefferson in 1788 in which the comment was on an entirely different question, but these words seem to me to pertain to our question here.

It was a letter about the rights of states versus the rights of the federal government, and the author of the letter, writing to Mr. Jefferson, commented on the destructive jealousy and fatal influence of local prepossessions, and then he went on to say that he hoped that there would be one great national prevailing sentiment rising in the country, to support the president.

I think we have in the country at the moment, one great national prevailing sentiment in its embryonic stage. I think that there is enough evidence to indicate that among the student bodies of America, perhaps because of the war, and perhaps it will disappear, but I do not believe it will, a prevailing sentiment developing.

Admittedly, it is just in its early developing stages. In order to prompt our thinking, because I believe as deans we must think very carefully and thoroughly about this question, I have prepared very briefly eight statements, eight propositions, and they are merely sentences.

1. There is no such thing as inherent racial inequality. All races are potentially equal.

2. People in America, because of many well-known reasons, have believed that races are unequal, that the mores, the customs, and the habits and the traditions of the various sections of our country express for us today a great variety of difference, and that this fact of difference in the mores and the customs is just as important a fact in the endeavor to solve the problem of racial discrimination as the fact—and I accept it as a fact—of the anthropologists who say what I quoted as my first statement.

3. The kind of discrimination we have practiced in America, and there is no question about the fact that we have practiced discrimination, is contrary, basically and fundamentally contrary to the spirit and the letter of the American Constitution, and the professed ideals of our American democracy.

If anyone can find in the basic ideas of the great statesmen, in my opinion, one of the greatest statesmen in the world in all its history that I referred to a moment ago, Thomas Jefferson, if any one can find in his thinking, anything which will support the kind and quality of discrimination that has crept, even into our colleges of higher education, then I would like to see that support, and I believe, myself, that in the writings, in the thinking of Thomas Jefferson, we come to the nearest, in political statesmanship, of an expression of high idealism, of any writer or statesman or political leader that our country has ever had.

4. This is a corollary of "2." Conditions vary some in the different sections of our country, that we must seek different solutions.

5. A rising tide of college and university administration derogatory criticism of fraternities, makes it rather necessary, if the system of fraternities is to prevail and have value for the total educational

structure of America, that this system of fraternities do a little house cleaning at the point of discrimination.

6. Some fraternities have, in their charters, phrases about white, Christian or Caucasian membership only, which read exactly like words taken right out of "Mein Kampf." If the fraternity structure in America is to play its proper role in the higher education program of America, and our attempt to develop here a free democracy, then we cannot have within it anything that in any way looks to the people who are on the outside, who are supporting private and public education, or the people within, who are trying to maintain high ideals, any conceivable similarity to the fundamental ideas and concepts of that very important work called "Mein Kampf."

7. These clauses in the charters of many of our fraternities are one of the reasons for college and public antipathy to fraternities. The clauses deny the very essence of the ideal of our American educational system.

8. The changing of the clauses in the charters of our fraternities, will not, in my opinion, produce any great change in the fraternities themselves, but will make possible the membership of a scholar and a gentleman, with whom other members of the fraternity wish to associate, will make possible his membership. Now he is excluded, and he cannot accept an invitation, and an invitation cannot be proffered.

Such a change in the charters of our fraternities, in my opinion, would greatly improve the public relations of our fraternities and our total educational system, and that is the only really important factor in what I am saying. Such a change in the charters of fraternities would put the fraternities on the side of right. The others are incidental, and that is the only really important factor.

Now, in conclusion, and I was asked that this be brief, because there will be an opportunity for discussion of this and other relative matters this afternoon, in conclusion I would suggest that (1) colleges and universities should stand unequivocally against discrimination and there should be no compromise with that position. (2) Colleges and universities administrations—and I assume that in most instances that is ourselves—are at a point where their opinions are expressed on matters of this sort. We should lend every conceivable support to fraternities who are trying to change their charters against the opinions of their national fraternities. Or we should lend every support to the fraternity which, on a national basis, is striving to make such change in its charter.

(3) We, as deans, should take the initiative, as the President of Amherst College has, when there is a strong enough student sentiment to back that initiative, in order to promote more rapidly this suggested change.

(4) We should take an active part, we should promote active programs of education, within our several campuses, to bring about a change of mind, if possible, on this matter.

There is a good deal being done by students themselves in the National Student Association, and other similar groups of students in American universities and colleges. I think that there is room for greatly increased initiative and energy on the part of colleges and universities administrations and deans offices in this particular.

Lastly, we should stand clearly and firmly in opposition to the National Inter-Fraternity Council, or any national fraternal policy, which endeavors to control the local chapter in its attempt to move in the direction which I believe is right.

If what I have said is true in these initial eight statements, then there is no question about which is right. Notice, I said "if" what I have said is true, then there is no question about what is right; and if that is right, then I think this last statement follows: That we should stand in firm opposition to any endeavor on the part of the National Fraternity Council, or the national fraternities as such, to prevent the expression of right by an individual local chapter of a fraternity.

Now, I have deliberately limited these statements of the problem to the realm of fraternities, merely because that seems to be the point where the controversy is beginning to form.

There are many, many other fields in the total educational pattern where this whole problem is just as real, and just as important as it is in this, but for purposes of presentation of the idea, I have deliberately limited it to that field. I believe that it is a matter upon which we must do a great deal of soul searching, a great deal of clear thinking, a great deal of talking, always recognizing that what may be the way for us to operate at the Massachusetts Institute of Technology, is certainly not the way in which you might care to operate at the University of Virginia. The problems are entirely different.

But, basically, it seems to me the end for which we seek is one which is consistent with the fundamental ideals of the great leader and statesman of the University of Virginia, and it is to that end that we must direct our thinking in order that we may plan wisely and well for the solution of a problem which vexes the minds of most people of America today, and puts us in America in a very embarrassing position in the eyes of millions and millions of people the world around.

I am thinking now, of course, not merely of the problem within our colleges but the problem within our country as a whole, for which the colleges must find soon some solution, and we, who call ourselves educators, cannot begin to tell the country and the world answers to this problem, until we solve it within the dormitories, the fraternities, the dining halls, the interstate and regional conferences of our land in the association of people, people who can call themselves equals because of their scholarly and their gentlemanly qualities, and not be segregated because of any accident of race or religion or other kind of cultural backgrounds.

Thank you very much for letting me say this in this session.
(Applause)

PRESIDENT NEWMAN: Of course, the discussion of these remarks can take place this afternoon in Group 1, if you are interested in exploring the subject more.

SECRETARY TURNER: Mr. Chairman, "Foots," I think we ought to ask Joe Isen to stand up. Joe is the reporter sitting in front of us. (Applause) Joe has been reporting our meeting for twelve years, with the exception of one year when the Office of Defense Transportation didn't let us meet, and another year when he was serving as stenographer for General Marshall. He is a very loyal attaché of our organization, and if you want to know what was said this morning, go to Joe and he will tell you exactly what has been said.

I have one invitation here:

"Gentlemen:

"In behalf of the National Independent Students Association I wish to extend to you a most cordial invitation to attend the National Convention to be held at the University of Illinois in Urbana April 21-23. This Convention is the highlight of the yearly calendar for all Independent students in 300 colleges and universities throughout the United States.

"The Convention will consist of addresses, panel discussions and workshop meetings. A special meeting is being held Friday, April 22, at 7:30 P.M., in the Illini Union for deans and advisors to Independent groups.

"We would be honored to have as many of you attend the Convention as find it possible to do so. If you have not made previous reservations, please contact Reservations Chairman, National Independent Students Association Convention, 332 Illini Union, Urbana, Illinois.

Darold L. Shutt,
Advisor, National Independent
Students Association."

PRESIDENT NEWMAN: Gentlemen, we will adjourn and come back promptly at two o'clock in this room.

. . . The Conference recessed at twelve-ten o'clock. . . .

THURSDAY LUNCHEON SESSION

April 14, 1949

The Conference reconvened at one-thirty o'clock, President Newman presiding.

PRESIDENT NEWMAN: Ladies and gentlemen: We are delighted to have at this time Robert Strozier, Dean of Students at the University of Chicago. He has been on a Carnegie grant, traveling. I present to you Bob Strozier. (Applause)

DEAN ROBERT M. STROZIER (University of Chicago): Thank you, "Foots."

I was in Portland, Oregon, in the third week in February, and I had a wire from "Foots." He said, "We would like for you to speak at the luncheon of NADAM, about the Carnegie study of Deans of Students that you are making." Fred and I talked about this over the phone when I got back from the trip, and I tried to explain to him the nature of the thing that I had been doing. I had an unsolicited grant.

The Carnegie people are doing this. I am really not trying to plug Carnegie, because they told me when I went out, to play Carnegie down, because otherwise I would be thought to be an agent of the Corporation, which I was not at all. I think they are highly intelligent in the things that they do, and the people that they choose. (Laughter)

At any rate, they said they didn't want a detailed study of anything. They were going to give grants to young administrators to get out in the field, find out what was going on at other institutions. What you said and what you learned didn't have to be published, so you could say actually what you thought about the institutions you visited, if you said anything at all.

So, at least, that approach to it is highly intelligent. They suggested that I might travel for six months throughout the country. I very wisely and sagaciously chose to duck out of the University occasionally, come back, and nobody would know that I had been gone. I may be visiting your school within the next year. I hope that I will.

The remarks that I make are in no sense a report, because I have no report to make. I am very happy to have had visits at four very interesting schools.

The only thing the Carnegie people asked me to do was not to dip in some school for twenty-four hours and try to get a bird's-eye view. They said, stay at least a week if you go any place, and in that length of time, with your contacts and staying around all day, you probably would know something about them.

So I chose to start with Palo Alto and go north. The fact that my predecessor and the former Vice-President of the University of Chicago, Mr. Kimpton, who is now the dean of students at Stanford, had something to do with my choice of beginning at that

point, as well as his own distinguished record and his school, of course.

But I visited Larry Kimpton for a week. I saw a thousand beautiful women and ten thousand convertibles, all in the warm sunshine, and beautiful flowers, and the good life such as I have never seen. I never could find out what went on at the University because I was too busy looking at all this lovely scenery, and going out with Kimpton and his charming wife, to the surrounding territory.

There is nothing for me to report. I mean it would be patently absurd for me to attempt to report on Stanford and the extraordinarily fine piece of work that Kimpton is doing there.

I did visit also for a week on the campus at Berkeley, with Hurford Stone, and found that if you look at the sidewalk that students came out of every crevice. You would start to walk down, and you would be suddenly aware that thousands of people were coming at you, and you couldn't walk on the sidewalks, or enter a building, or anything else. I don't know how Hurford does it, with 23 or 25 thousand people concentrated in that one lovely area.

I also visited Reed College—the only college that I visited—and had attempted to visit Dean Newhouse at the University of Washington.

I went over to Pullman to spend the weekend with friends, and got snowed in, so I know Pullman very well, and don't know the University of Washington at all.

I have no answers to problems. That is why we chose—when Fred and I talked about a subject for a few random remarks today—he chose the title, "Remarks of a Roving Dean." I think it probably should be "Roving Remarks of a Dean." (Laughter)

We all have our problems. I think that one of the nice things about getting off to a meeting of NADAM is finding out that the problems are essentially the same. They take a little bit different character from institution to institution, but there is something very comforting about talking to another dean of students and finding out that you really don't have the worst time in the world. It is just as bad as somebody else. And so we are all fellow sufferers.

You might be interested in knowing about the baptism of fire which descended upon me when I became dean of students at the University of Chicago. It is, I think, almost unprecedented, and since it is not particularly to the credit of the University of Chicago, I tell it with some reluctance.

Mr. Kimpton was named Vice-President in a very quick move, and I was named his successor as Dean of Students. We had about a week's notice for our change of position. I had been Assistant Dean of Students for one year. So I spent the week preceding July 1 in his office going through the enormous amount of paper work that crosses that desk.

On Thursday night William Heirens, who was, who is probably the most disreputable ex-student of the University of Chicago, was

arrested. On Friday his fingerprints were tied up with the Degnan murder and other murders in Chicago, and it was inevitably one of the most celebrated cases ever to pop in the newspapers of Chicago.

On Saturday, my family was away, it was the summer. I knew that the police would likely come, so I spent the day in my office. Nobody came from the police. On Sunday I saw the President of the University and he said, "Well, I never thought about you being in your office. I sent them to your home." (Laughter)

I knew that on Monday morning they would be in, so I got everything that concerned this disreputable individual together and had it photostated before they came in. Well, Sergeant Kutush and Lieutenant Parker and I became very fast friends during the months that ensued, during the trial, and everything was channeled through them to me, and me to them that concerned this famous case.

So, when it was over, we were on quite intimate terms. About six months later—this is the personnel angle to the story—about six months later, I had a phone call one morning, and this person said, "This is Lieutenant Parker. Do you remember me?"

I said, "Oh, yes. Not another student?"

He said, "No, that's not it. I am preparing a poster for a man that is wanted, a criminal that is wanted, and I don't know how to spell a word. I wonder if you would help me on that?"

I said yes, and I felt that I had been successful from the personnel standpoint in my dealings with Lieutenant Parker. (Laughter)

We do have our problems, and I don't propose to have any answers to them.

I thought that my budget had been adopted before I left, and I heard rumblings about budgets all over the country, and since then I have heard nothing but budget talk in every institution with which I have been in contact. But I came back to find that the only thing I had left dangling in the 1949-50 budget was the student health, and we were having a pretty good scrap about that. But I thought they were settling it in my absence.

I think all of you have been going through that. So it is some comfort to me when the administration very casually says, "We'll cut fifty thousand off of your budget for next year," and I say, "It is impossible." They say, "We'll cut fifty thousand off of your budget for next year." Then when I find that some of you have suffered the same sort of indignity it is at least a comfort to me.

I think that this whole matter of budget, this whole matter of money, is something more than a laughing matter, because we have to consider a few things a little more carefully from the standpoint of quality, instead of quantity.

The schools since the war have all been somewhat more profligate than they have been in past days, because the money has been rolling in. It has been easy to get. Everything was to be done for the veteran, and, as we all know, that sentiment is cooling slightly at the present time.

We find ourselves, as a private institution, at the mercy of our friends, subject to their generosity, needing money. I am sure that all private institutions do. Public institutions are in something of the same position in dealing with their legislatures. In fact, I haven't heard of any legislature in the country that hasn't cut appropriations, if appropriations are up at the present time.

It does mean a great deal so far as staff and services are concerned. It means that if we have water in our staffs, it has to be gotten out. It means that we have to be particularly careful in the people that we put on. It does mean, I think, a second thing, though, that is of extreme importance, and that is that we not be forced to the wall from the standpoint of giving up services that are needed services for the students just because the Dean of Students' budget is the easiest thing to cut.

I have always told the administration at the University that when they look at my budget and they realize that it doesn't teach any classes, and it doesn't do any research, it doesn't do anything except service for people, that they think it is very easy to say, "Well, we can cut this service," or "We can cut that service."

It would seem to me, then, of extreme importance that we be on guard lest administrations look to the services to students, the needed services to students, as the first place for curtailment.

There are other problems that are going to be discussed in the various sections of this meeting, at some length, and I am trying to do nothing but to hit a few of the high spots in the discussion today.

I heard a discussion last week at the NEA meeting, concerning tenure and status for people in the personnel field. I didn't participate in the discussion because it had begun a day or two before I visited this particular group. I was impressed by the fact though that a great many people at this meeting were of the opinion that the administration should do something to dignify, or should do more than it has done, or that the administrations of the various schools should do more than they have done to dignify the personnel field by giving either tenure to the persons who have major administrative positions in personnel, or else by giving tenure, more status or tenure.

I personally feel that it is a mistake for us in the personnel field to work for status as administrators. It would seem to me that the administration of the university, the trustees to the president, or chancellor, or whatever you may have, must have a free hand in the choice of administrative officials. I do believe that the positions within the personnel field should be so clearly defined, and the authority behind the decisions that must be made, so clean and so clear, that there is no question of your being left on a limb, after you have taken a position; or of your not knowing wherein the authority for a position lies.

But after the administration has defined your area, after it has given the requisite authority for the decisions that must be made in

your field, then I think that unless you as an individual, because of your own academic qualifications or the contributions which you make, or may make to the faculty, as a teaching member, deserve no tenure beyond that.

I feel that probably the best way that one could judge a dean of students and his effectiveness would be to have a recording of his private interviews in which it is necessary for him to say, "no" or "yes," decisively—if some of them ever say either one of them decisively.

There are some administrators who always say yes and no. That goes for presidents as well as deans. And there are some who say arbitrarily, "no" and make it sound like "hell no," in order to show their great authority, and to build themselves up in their own eyes.

I think that the most fundamental quality then of the dean, the dean of students, the counselor, the dean of men, whatever he may be called, is clarity in his own mind, clarity about his position, clarity and alacrity in making decisions, and the courage to make them.

It sounds like a bromide, I think, to speak of courage and yet I am convinced the longer I live, and the more people with whom I come in contact, that courage at a minor level—not the courage to defend your country with a gun, or battleship, or anything else—but courage, just man to man, ability to think clearly and to act quickly, is very essential in any administrative official.

I hope that we will take our positions seriously, that we will act with courage, that we will deserve status, great status within universities. I think that we will get status, if, as and when we deserve status. It will be because of our effectiveness in our work, our ability not only to give services to the students, to cooperate with administration and faculty, and to show that the things that we represent are worthwhile.

I hope that our thinking will be clear, that we will not be like the French Revolutionist who said, "The mob is in the street. I must find out where they are going, for I am their leader." (Applause)

PRESIDENT NEWMAN: Thank you very much, Bob.

We will convene at two o'clock.

THURSDAY AFTERNOON SESSION

April 14, 1949

The Conference reconvened at two-fifteen o'clock, Vice-President A. Blair Knapp, Dean of Students of Temple University, presiding.

CHAIRMAN KNAPP: May we be in order, gentlemen.

At President Newman's invitation I have the pleasure of presiding at this session. We have a distinguished panel to talk to us today, and my function will be to present them to you.

Unfortunately Dean Blaesser of Washington State College was taken ill on his way here and cannot participate. Our own Dean Newhouse was drafted to become the chairman of the panel.

May I present Associate Dean John L. Bergstresser, University of Chicago; Professor Irwin A. Berg, Assistant Dean of Students and Associate Professor of Psychology at Northwestern University; Victor F. Spathelf, Dean of Students at Wayne University; Dr. Gilbert Wrenn, Professor of Educational Psychology at the University of Minnesota, and, more significantly in connection with this meeting, he is the President of the American College Personnel Association.

. . . Mr. Dean Newhouse, Director of Student Affairs, University of Washington, assumed the Chair . . .

CHAIRMAN NEWHOUSE: Before we start the panel, I want to make one explanation, because I have been getting so many questions on it. This man who has visited your campuses, or who is seeking to visit your campuses, by name Phillips, is an ex-professor of the University of Washington, not a present professor of the University of Washington.

I like what this panel is set up to do this afternoon. I think it is one of the most vital discussions that we could possibly have. Also I know we have the right men on the panel to make it a vital discussion. We decided that we wanted to place one definite restriction in terms of a definition of "counseling," and are going to insist arbitrarily that we use the term "counseling" in some such general sense as this: "Counseling of students is a relationship between one or more students, and a person whose purpose is to assist the student in self-understanding and self-decision."

There are certain things which are obviously not counseling. For one thing, counseling, by this definition, is not necessarily the entire student personnel program. Secondly, a casual conversation between you and a student is probably not counseling. Probably giving specific information or facts to a student, which your secretary can do as well as you can, is not counseling. Thirdly, tests of any kind, without interpretation of the results of those tests, are not counseling.

We do not need long introductory statements to provide something to talk about on the subject of counseling; all of us in the room have a considerable background on this subject, and can raise ques-

tions of issues which in our mind are both important and debatable. I am going to ask the four gentlemen on the panel to state informally some notions of these issues. Then, unless we miss our guess, we will be ready to go with some questions.

We will start with you, John.

MR. JOHN L. BERGSTRESSER (Assistant Dean of Students, University of Chicago): There are many issues that we could raise at this session. I am going to pick just two of them, and give you a brief statement of two issues which I think are worthy of discussion.

The first one might be stated this way, that counseling is a valuable and indispensable method for helping students learn how to solve their problems, and achieve maturity. But it is only one of the means which are available to student personnel administrators to achieve these ends.

It is my view that reliance upon counseling, therefore, needs to be balanced by wise consideration of the ways by which student growth can be effected by student personnel policy, regulations governing student organizations, and the planning and use of physical facilities in the community life of the institution.

Now, the issue, therefore, may be stated this way. If the social and physical environment of the college fails to provide the chance for students to come to real grips with the twin problems of freedom and responsibility, then counseling cannot contribute very much to the development of real maturity and self-direction in students.

The second issue, I would state this way. The organization and procedures of some counseling centers, and some deans' offices appear to be based upon the assumption that women students should always be counseled by women and that men should always be counseled by men.

I do not believe that that assumption is valid. At any rate, I have not seen any convincing objective evidence to support it. My only experience and observation would lead me to these conclusions. (1) That training, wisdom and ability and insight of the counselor of students of either sex are much more important considerations than the sex of the counselor. Secondly, that in some instances, students can be more effectively counseled by members of the opposite sex, just as in some families, the mother is more effective with the son, and the father with the daughter.

There are my two issues.

CHAIRMAN NEWHOUSE: All right, Irwin, it is your turn.

MR. IRWIN A. BERG (Assistant Dean for Students, Northwestern University): The thing that has concerned me most in a very personal way, is a recent problem. That is that a dean must exercise certain firm and decisive authorities.

For the past seven years, I have been engaged in clinical counseling,

dealing with clinical problems. Very recently I have been put in the position where I have to make certain firm decisions. As a result, I have felt very keenly about this relationship to the faculty, students and alumni.

I thought quite frequently about the problem. I have come to the conclusion that they are inconsistent. Now there are a few minor exceptions, but I would like to state that I am convinced that is true.

The other aspect of counseling in relationship to the job of a dean, is the question that I am often asked by people in the field: Should I strive for an "ism"? That is should I seek some integrated approach to counseling? Should I try to be non-directive, or directive, or eclectic, or just what should I do? Should I strive for a single or unified approach?

I think I won't answer that in the sense of giving my own feeling. Let's wait and see whether anyone is interested in it.

CHAIRMAN NEWHOUSE: All right, Vic.

MR. VICTOR F. SPATHELF (Dean of Student Affairs, Wayne University): I am concerned right at the outset with whether we can be as all-encompassing in our concept of counseling and the freedom that we have in counseling students, as might be intimated in a theoretical discussion of what it is all about.

I am wondering whether at the very outset there are some things, as far as institutional policy, as far as the impact of the institution and its supporters, its clientele, its representatives are concerned, which limit us, and whether or not the thing that we are talking about in theory is only fully applicable in certain kinds of areas; and if so, in what kind of areas.

If we take the concept that a counselor should be an individual who can deal objectively, without any responsibility upon himself, as far as the institution is concerned, is it not a fact that if that runs contrary to that which the institution stands for, or is forced to operate in, that at somewhere or another he is going to have to be hauled back as far as the product of that counseling is concerned, and aren't we creating a dichotomy at that particular point which is most abusive as far as individual students, or even a group of students, is concerned?

There is a second kind of thing which disturbs me, and that is that we have all of the factors under control, and we can operate in a fashion which largely we can dictate. I refer to that phase of the definition that we were talking about, where the counseling process eliminates the informational concept.

As I have read, and you have as well, on a number of studies as to what is going on in the field, and where students get their information, and what they pay most significant attention to, I find myself getting pretty humble as to the extent of the operation that we are engaged in, because time and time again on those studies it seems to me that the information, or the attitudes, or the advice,

or whatever you want to call it, that comes from people other than those of us in education, is the most potent thing as far as influencing their attitudes and vocational choices or in one of a hundred different things it concerns. So I am wondering whether one of our big jobs isn't to recognize that, and to place that into the kind of perspective that makes us deal with the reorientation of the information which they have and, indeed, sometimes correcting some of the misinformation which we have.

CHAIRMAN NEWHOUSE: All right, Gilbert, you are the last.

MR. GILBERT WRENN (Professor, University of Minnesota): I would like to suggest that this matter of communist influence is suggested by an action of our chairman. He comes from a campus where communist influence is known. That wasn't the definition we agreed upon at all. He slipped a word in there. We agreed that counseling was between two people. He said counseling was between one or more students and a professor or a counselor. That is an illustration of the danger, you see, of the communist infiltration. (Laughter)

I would like to really raise some issues though, in addition to those that my colleagues here have raised.

One of these is to say that one of the real problems we face is how to settle this question of: Is counseling done by the specialist, or is counseling done by all teachers? Is there any reconciliation to the question of who does counseling? If everyone does it, then what is it? I am not answering it. I think there is an answer, but it is an issue. Another issue has to do with the question of who has responsibility in the counseling session?

Traditionally, we have assumed the counselor is responsible for what happened. I question that. I question that the counselor is responsible for what happens, and I question the matter of the decision. Who makes the decision and who is the focus of attention? That is implied in our definition. If not the counselor, then what is the counselor's part and how can he allow the students to make a decision and he maintain leadership in the situation?

That brings to mind at once the non-directive versus other forms of counseling, which I hope some of you will raise, because it is a question of considerable interest to most of us.

The third issue, very briefly, is to say that the authority, discipline authority, does not mix with counseling. I think there is an answer to that, but it is a real issue. Can a person who has the authority of discipline, at the same time act as a counselor of the student? Unequivocally, in order to make an issue, I say no. I want to see what you all think.

CHAIRMAN NEWHOUSE: All right, we have the issues laid out. Where do you want to start? Which do you find that you want to question, talk on, or ask for amplification?

MR. GRAHAM E. MARSHALL (Advisor to Fraternity Men, State

University of Iowa): I believe that the latter issue that Mr. Wrenn raised was also raised by Mr. Berg, or at least implied. Why not start there?

CHAIRMAN NEWHOUSE: That is the one on whether discipline or authority can be mixed with counseling? Have you got a view?

MR. MARSHALL: Well, I am inclined to agree with Mr. Wrenn. I will say that I will take sides. It cannot be mixed.

CHAIRMAN NEWHOUSE: That means then, if I understand you correctly, that the person who carries the authority to discipline, cannot do the counseling, is that right?

MR. MARSHALL: Or vice versa.

MR. BERG: Can I modify that?—with the students concerned?

I think that is an important differentiation. The mere fact that a disciplinary, or other more authoritative functions, is exercised generally does not apply to other than the students who are involved.

MR. WRENN: I am not so sure you don't get a reputation though, Mr. Berg. You quickly get a reputation for being the man who cracks down, even though you never cracked down this student before. That aura of your authority will affect your relationship with students.

MR. JOSEPH A. PARK (Dean of Men, Ohio State University): If Dr. Wrenn is right, that would automatically rule out a lot of fathers. (Laughter)

MR. WRENN: Could I reply? Could I say that I am a father, and I think I am affected in my relationship with my boy by the fact that I have to crack down once in a while. I didn't say it rules him out, but it affects my relationship with my boy, because I happen to have authority.

MR. BERGSTRESSER: I would like to take a crack at the other side of that, at least to the extent of not agreeing that you can say absolutely that the two are inconsistent.

To illustrate, at the University of Chicago where I am chairman of the discipline committee, because of the approach that we make toward the problems of discipline, the end objective that we have in mind when we deal with those problems, it has been possible, immediately following an action which resulted in the dismissal or suspension of students, to deal with those students in what I would say was a counseling relationship. Sometimes the relationship continues for as much as a whole year following that action.

In terms of that illustration, I would not wholly agree with the position that Mr. Wrenn has taken.

MR. BERG: Sometimes though, the dean has taken some action either for the committee—I would like to note parenthetically, my

personal feelings is that a dean does not belong on the disciplinary committee, nor should he have a vote. I think his effectiveness is reduced. That is very personal though.

But in so far as knowing the student after disciplinary action has been taken, and he is friendly toward you, doesn't mean that it is counseling. The fact that he may come in, or the fact that he may even ask advice, I don't think that is counseling either.

I think we must stress the re-educative function, without which there isn't any counseling, because some change in behavior, in attitude, must be involved, otherwise it is social conversation or friendliness, or some other descriptive term of a social relationship.

MR. WRAY H. CONGDON (Dean of Students, Lehigh University): I would like to side with Mr. Bergstresser. I wouldn't have anybody but a counselor in the chief disciplinary position, because the approach of the other type of individuals is entirely wrong in disciplinary problems. It is only the counselor who can get the point of view of trying to understand the reason for the difficulties, and has the experience and training in trying to discover those reasons, and it is only the counselor who has already access to information about the particular boy or girl who is in trouble, who can approach this whole question of any disciplinary problem with the right attitude.

CHAIRMAN NEWHOUSE: Do you mean by that, that you want him to have the power of decision as to penalty or punishment?

MR. CONGDON: I am getting to that, sir.

When your chief disciplinary officer has the point of view in training and experience of a counselor he often will, in working with the person involved, solve the problem before it ever becomes a crisis. If it does actually come to a crisis, he is still the one who knows most about the problem and can work best with the student after he has gone through that very sad experience, and do the necessary follow-up.

I still say that he can be the disciplinary officer, over whose signature any dismissal or anything of that sort goes out, and not lose his standing with the student, because for the very reason of the approach that he has made, the way he has handled the case, he has not only won a friend, even in the case of the boy who has gotten into difficulty, but it has gone out to the other students that even in this extreme situation, this boy who was really in a tough spot, he got a square deal and got a lot of help out of it, and that the counselors disciplinary position is stronger than anyone who doesn't ever go through those experiences.

Now I think maybe there are some conflicts of opinion there, because we haven't defined just what we mean by disciplinary action. I think we may be thinking of different things.

MR. WRENN: May I answer Dean Congdon on that point? I know his situation and I know him at Lehigh. I think we wouldn't

be in disagreement. What I am essentially saying is that counseling comes before, in every case, action which is punitive or restrictive in nature, that you don't handle discipline problems if there are problems of lack of adjustment to the social situation, or they kick over on regulations. You don't handle them by punishment, or if you do, of course, it is not necessarily the best procedure.

You handle them first by finding out what is wrong, what caused the difficulty, what can be done to help the student learn from the situation. That is a counseling relationship, pure and simple, and the student has to learn in that situation, and have some chance of changing his attitudes or you haven't solved the problem.

If it comes to the point, as it does sometimes, where the group must be protected by some kind of action against an individual, or the individual doesn't show signs of learning, then I think it goes to a committee. There the counselor becomes the advocate of the student before the committee, without vote, and if that be the case, he maintains his counseling relationship with the student throughout.

But to have an impersonal and impartial body decide, with the person who has done the counseling presenting all the facts of the case as he has found them, the facts that aren't given in absolute confidence, which of course we must maintain, and make the recommendation, but having someone other than he make the final decision, then he is still left with undisturbed rapport with the students. He can take it back and help him work it out.

That is what I mean by authority versus counseling.

MR. CONGDON: I think we are in one hundred per cent agreement there, with possibly one exception and that is I am willing to go one step farther and say that in the last extremity where that action has to be taken, I still do not see any conflict between being the person who has to tell that student, although it has been committee action, that now it has come to this pass. You are going to have to leave college, or something like that. Because the student, in that extreme situation, has found in the counselor-disciplinarian, if we can use that term, a friend and one who understands him, and in spite of the extremity of the situation, he has found a friend in court, and gotten a fair deal.

MR. WRENN: You see, I am pleading for the dean to be released from an obligation which I think injures his counseling relationship in discipline matters.

MR. CONGDON: That is just my point, sir. I don't think it hurts it. I think it enhances it.

MR. WRENN: There we don't agree.

MR. CONGDON: When the boy is in an extremity, that is, when he is certainly looking for a friend?

MR. WRENN: But who makes the decision?

MR. CONGDON: In spite of the disciplinary action he found a friend, and then not only he, but his friends get to know of that individual as not only a fair-weather counselor but a stormy-weather counselor too.

MR. SPATHELF: I think you are trying to achieve something impossible and that is that the dean of students exists over here as a statue of sweetness and light upon whom there will be no criticism so that at all times he is that paragon of complete neutrality that has the interest of the student at heart.

I don't know how in the world that can be done within an organization such as the kind that we have. Even if the dean of students were so able to be divorced from all different kinds of things, he still is identified with the institution as an officer of the institution. He still is identified with the institutional policy. He is still identified with the action of some other university official, whoever that may be, and at best, very frequently, too often, the kind of suspicion exists whether he is immediately connected with it or not, there is some kind of liaison there which is not in the best interest of students along the line.

I think that every single one here in this audience recognizes that you can't be all things to all people, and that popular person at all times, and I am just wondering when the dean acts in the interest of all students, for instance, on some kind of a matter where he is having to exercise judgment, whether he isn't injuring that same kind of rapport that you gentlemen are talking about here, or whether it is possible for him to act in the unique capacity in which he is placed on the campus, without getting that kind of undesirable halo that you are seemingly trying to avoid here, in this particular instance.

I just wonder whether we are talking about something that is practical of achievement.

MR. GEORGE K. BROWN (Dean of Men, St. Lawrence University): My assumption, and I may be wrong in this, and Professor Wrenn may correct me, is that whenever the counselor does not agree, or does not feel that he can go along with the opinion of the student whom he is counseling, then you find that you lose this counseling relationship which is so necessary. I don't agree with that. I think that you may still counsel a student and you may still act in a disciplinary capacity and you may still hold the respect of the student whom you are counseling.

MR. BALDWIN: I agree with that philosophy that has just been expressed here. I am on the side of Mr. Wrenn. I believe there is a danger, as Vic Spathelf has expressed it, of appearing to have the dean of men with a halo who always takes the side of the student, right or wrong.

I think that is a very unfortunate attitude and it might be possible under this system. I am not saying that we have the best

system that operates, but in our system at Cornell, we have a faculty group, it is a student conduct committee. It is really a misnomer. It should be "The Student Misconduct Committee." But they operate, and if the boy comes in with a problem or is caught in some particular disciplinary situation, he is picked up by the proctor and he is brought—after he has gotten his story—into my office and we talk the whole thing over. We try to find out what the trouble is, and whether we can use a cure rather than a punishment.

We just had two cases that came up last week on this very same thing, with which I spent about two hours with these particular boys. They went up before the Student Conduct Committee. But before that I talked with the chairman of the Student Conduct Committee. They knew all the facts, and my feeling is those ten men who sit on there—one of whom is a lawyer, one a doctor, one a psychologist, one representative from each one of the schools—my feeling is that those brains pooled are just a little better than my one, to make a decision.

I feel definitely as though the decisions that come out of there are reasonable, and they have heard the whole story. There is no reason why that group sitting around can't hear what the boy's story is. We have four boys who sit on that committee.

The women's situation is handled a little differently. They bring in their recommendations to the committee.

But those four students sitting in there have a right to bring up any problems that come up in connection with it. The whole thing is talked out. As a matter of fact, one of our last meetings started at four-fifteen in the afternoon and we broke up at eight-fifteen. No supper was served. We were in rather a tough mood at the end of it, but they kept their feet on the ground and made a decision, and both of those boys who were definitely problems—and I wouldn't have wanted to make the decision, although I would have done it if I had to do it.

Both have been in to see me since the decision was made to keep them on parole. One will be paroled to me for the balance of the year. My feeling is we haven't lost anything by that situation. The boy realizes he did wrong. He appreciates his chance to go ahead and make good.

As a result, we will have other students come in with their problems which haven't reached that particular stage of discipline perhaps, and be able to get at them before something like this happens again.

That is our hope and that is the philosophy we operate under. Fortunately our president goes along with it so there is no conflict there, and I would certainly hate to think I was currying favor, with the students by it appearing that I was on their side whether right or wrong, because that is not true.

We try to find out what their trouble is; if they are justified in leaving the university, I will certainly go along with them 100

per cent. We are interested in the student body. We have an obligation to the student group and to the college itself as well as the obligation to the individual. That is one of the hard places to draw the line.

My feeling is when you have ten or twelve brains pooled on that, that you can make a much wiser decision than one man who has to make the decision and take the brunt of the decision from the rest of the faculty after the decision has been made.

MR. WESLEY P. LLOYD (Dean of Students, Brigham Young University): Weren't you on the discipline committee?

MR. BALDWIN: I sit on the committee with no vote.

MR. ROBERT E. BATES (Director of Student Affairs, Virginia Polytechnic Institute): I think one factor in determining my position in this argument, depends on the way in which the discipline committee operates.

On the one hand, it may be a device whereby the counselor meets with the committee, gives them his background, and they are simply a device for taking the bad effect away from the counselor, but at the same time carrying out his general plan.

On the other hand, I think that many of us have been in the position wherein we have developed a counseling situation which will lead to disciplinary action, of the case brought before such a committee, and by the actions of members of that committee, not only destroy completely any good effect that may come from the discipline, but also entirely wipe out the favorable results of the counseling situation.

In any case, I think that it is much better for the counselor to take the disciplinary action himself, and retain some of the benefits of the counseling, than it is to turn it over to someone else and have that destroyed.

MR. PAUL MacMINN (Dean of Students, University of Oklahoma): I agree with Wrenn in general, but I think it is pretty good theory.

What I would like to know is what type of a setup is necessary to actually carry that out? Now, let me point for example, to a dormitory counseling program.

It seemed as if we would have to have a dual staff there. That is, there are certain administrative and disciplinary actions that must be taken in the dormitory situation. Well, being practical about it, would we have a counseling staff and then an administrative staff in the dormitory? I see it operating at a little different level, where we have a guidance service or a psychological service that has no disciplinary functions connected with it, which is actually a dual staff.

Would you recommend a dual situation, for example, in the dormitory?

MR. WRENN: Could I answer by suggesting two ways out?

One I found at Lynchburg about a month ago when I did some consulting work there. I don't believe anybody is here from Lynchburg, but I can represent the situation fairly.

They are doing the most outstanding job I know of in handling discipline through student groups. I have been to a lot of campuses where it has been tried. They are doing it by four different student groups, two of which are dormitory groups.

The women's student body and men's student body handle the discipline problems arising out of dormitory situations. Its dean of students and associate dean of students are respectively advisers on these two groups, but they act merely as advisers, and these kids tell me, with no show of covering anything up, that they do not impose their opinions on the group. The dean of the college has a veto, but he has never used it.

As a consequence, discipline there is really handled by student government.

Another way to do it is the way you probably suggested, and that is if the dormitory is large enough, of course, you would have a counseling situation in the dormitory to which disciplinary problems would be referred.

I can give you some illustrations of where that is being done. If the counselor can't handle it and reports back to the administrative head of the department, he in turn, as dean of men or dean of students, that nothing can be done as far as this student learning from the situation, then it is time for further action to be taken.

But the first step is taken by somebody who does not have administrative authority over kicking a student out or imposing a penalty.

MR. SPATHELF: Who is going to take that ultimate responsibility?

MR. WRENN: Then it is referred to the discipline committee of the university with recommendations from the counselor. But it is referred by a man who could not himself impose the penalty upon the student, deliberately so, and the disciplinary committee settles it.

You have a survey here that I looked at this morning, by Dean Abel. Somewhat over two-thirds of the institutions represented here handle discipline by a committee. A little less than one-third handle it by an individual. Whatever this move may mean, it is fairly present, so I am not talking about a theoretical possibility.

MR. BERGSTRESSER: There is one point I would like to get in right here, and that is this: As I conceive discipline, there is not so much difference between the aims and objectives toward which you are driving in dealing with discipline, as in the case of counseling.

It seems to me that if you interpret discipline, the problem of discipline as the problem of diagnosing causes, and attempting to

find remedial correctional steps that can be taken, that you are very close to the objectives of counseling. There is an element of compulsion in the disciplinary situation, that is not present in the counseling situation.

Yet it seems to me that the end results can be measured in much the same terms, that in both instances what you are after is helping the student to learn how to solve his problems, actually effect the solution for the problems he presents, and in the process attain a growth in maturity, and self-reliance and self-direction.

Now, it seems to me that if you take that kind of an approach in the disciplinary situation, that it is possible, at least, and has been possible in many specific instances, for a member of a committee, not an individual, a member of a committee, who has had to participate in making a disciplinary decision, nevertheless, to carry on from that point, a counseling relation with the student as defined by this committee.

MR. SPATHELF: You are talking about two things, though, aren't you?

MR. L. K. NEIDLINGER, (Dean of the College, Dartmouth College): I would just like to add one point.

I have been a dean for fifteen years and I have handled the disciplinary responsibility. Perhaps my counseling hasn't been good, but I do a hell of a lot of it. Of course you counsel students about all sorts of things and all sorts of problems.

The one thing I am very certain about out of my own experience is that in the more serious problems, where the counseling is really vital and the student's decision is vital, that it is only the man who has the authority and the responsibility, who is able to tell the student what the college will do about it, if he makes his decision one way or the other.

I think it could be a very cumbersome proposition, in serious cases, to have to have a counselor as a go-between, who is going to guess at what the dean is going to do if the student decides to take one action or another, and is not in a position to really commit the institution or to really inform the boy authoritatively as to what the consequences will be between the choices he has to make.

Now, there are a lot of other things. There is no commitment made one way or the other. But I certainly am coming across problems every day in my situation where I am sure that it is only my guarantee to the student that if this or the other thing happens, that the college's action will be this or that other way, is the only thing that can satisfy the boy, and to allow him to make the decision on an intelligent basis of which choice of action he is going to take.

MR. BERG: I don't think that is counseling. I think information giving can't be construed as counseling.

MR. NEIDLINGER: Well, I am going by your decision that you

are attempting to help the boy make a decision of a course of action. How you do that without giving him not only information, but authoritative information, I don't know.

MR. BERG: I think that our chairman ruled out straight information giving. I think we all agreed on that, that that isn't counseling necessarily. There must be some modification in behavior. There is a re-educative process going on there.

MR. NEIDLINGER: Let's get more specific then. The boy that comes to you and tells you that he has cheated in class. Shall I admit that I have cheated? Shall I make a clean breast of this thing? Who is going to tell him? I mean, I am the one that eventually if that thing comes to me officially, I have got to take it to a faculty committee, I have to predict the faculty committee's action. Or, if you want another one that I am thinking of: Shall I marry the girl? Can I stay in college? What sort of difficulties am I going to get into on that? I mean he can go to anybody for friendly advice on that, but when it comes to actually getting information that is going to lay the consequences of the thing on the line, I think he has got to come to the person who has the authority and responsibility of deciding college policy or college action on it.

MR. BERG: We all do that. We all engage in those administrative functions, but I wish that our chairman would restate some of those things.

CHAIRMAN NEWHOUSE: We ruled out casual conversations, giving information or facts as such, and tests without interpretations, as not what we considered to be counseling.

Now, frankly, Berg, I would not agree with you that this situation is ruled out as just fact giving.

MR. WRENN: May I put in a point on that? It is a question for what reason the information is being given, the purpose for which it is given. If the information is given as a suggested alternative or outcome, which the student then accepts without duress from you, as to the decision he must make, and considers that possible outcome which he might not otherwise have considered, then I think you are helping him make a decision. It depends on the way you do it, the purpose which you do it for, rather than the information itself.

MR. SPATHELF: You are drawing the line very thin. You didn't get complete agreement on this information business, as you recall, when I first made my comments on it.

But certainly at the particular time that the dean is giving information, the individual is free to make his decision. The decision may be a pretty unalterable one, but certainly it is critical to the individual to have that particular amount of information, which may be, as "Pudge" said, only given by the dean.

I submit to you that some of that information possibly isn't

what the individual wants to hear, and because it isn't what he wants to hear, he may have a negative attitude to the individual who is giving it. But I submit, I still don't know how a dean can function, running a popularity contest all the time, which he would actually be, in effect doing, if he is going to avoid all of these things which may offend somebody.

PRESIDENT NEWMAN: I am a little bit disillusioned here because of these high-powered counselors, because I tell you right now, if a man is lost downtown and trying to find the Moraine Hotel I think the man who can provide the way, has done a pretty good job of counseling. It all depends on just how much lost you are at the same time. (Laughter)

Furthermore, if that man doing that information giving, not counseling, can say, well you go down this way and it will be three blocks. You can go this way and it will be fifteen. You can give him his choice and he can go either way. I think there are degrees of information, and I think you men are doing yourselves an injustice, if I may say so, in not being a little bit more down to earth. Of course, that is just what I think.

Now then, I want to get back to what some of the students have said, "College would be a fine place if it were not for the classes and for the examinations." I think the dean's office, or the dean's job would be a fine thing if it were not for the discipline.

It seems to me we must distinguish between discipline as in the abstraction, and as the student who may have to be disciplined. This discipline seems to be such a bad word, and you don't think of some student. I think there is a lot in here that you can have trial by judge, or trial by jury. I believe I would rather take a chance with a judge a lot of times. Maybe not every time.

I think Dr. Wrenn did not answer Joe Park. Of course, he thinks he did, I am sure of that. But I would ask him if he wants to surrender the discipline function in his family to an outsider, and if so, to whom?

Personally, I would like to keep that relationship in my family, and I believe that he would too.

Now then, aren't we passing the buck on the matter of discipline in many cases, just as the home in this instance, if he is going to surrender discipline to an outsider, is passing the buck to an outside agency? I think that the home is one of the bulwarks, and I think that the dean's office here would be one of the bulwarks of discipline and advice. (Applause)

MR. A. D. KIRWAN (Dean of Men, University of Kentucky): Dean Newman said much that I had on my mind. I agree that passing the matters of extreme discipline on to a committee is in the nature, I think, of passing the buck to someone else, and I want to ask Professor Wrenn—I assume in this discipline committee relationship, that someone must submit the discipline case to the

discipline committee. I further assume that that must come through the counselor. Now, if the counselor is the one who submits a discipline case to the discipline committee, does that not destroy this beautiful relationship between the counselor and the student that is trying to be avoided by setting up the discipline committee?

MR. PARK: There are no one-sentence answers to questions like this, such as my last comment. I agree with Dr. Wrenn. The parent is not always the best counselor.

I would like to comment a little further. Those of us who have disciplinary responsibilities, I am sure would not want to take it alone. I am sure that 90 per cent of us have committees upon whom we may rely for counsel.

I think the real test of this is when the student comes to you and, having explained the situation as best he can, says to you, I want you to take the responsibility for this particular discipline. He doesn't put it quite as plainly as that, but when you say, would you rather I would handle this or take it to the committee, and he says, I would rather you do it, that is the test of your function as an efficient counselor and disciplinarian.

MR. WRENN: I want to come in for a last word as against being a starry-eyed idealist as I have been accused of being.

MR. ERICH A. WALTER (Dean of Students, University of Michigan): It seems to me that Dr. Wrenn answered the question. He said it all depends upon how he does it. In other words, he is putting the emphasis upon the right personality, the right deal, the right kind of personality in the deal, and that carries back to the father analogy. If he is the right kind of father he doesn't say, "I disapprove of this, son, because it isn't done," and he doesn't lose the friendship of his son.

MR. JOHN A. GUY (Dean of Men, Illinois Wesleyan University): I would like to throw my two cents worth in; as a high school principal for eleven years and having to be a disciplinarian and teacher and counselor, you might not all agree with the terminology or definition; as an executive officer in the Navy for four years and dean of men three years, I don't think it is so much a matter of who does this disciplinary work, whether it is a committee, or the principal, or the dean of men, or what not. I think the all important thing is, does the individual accept the punishment as punishment?

Now, to illustrate that, although I might be upbraided somewhat as a high school principal, I found it necessary to resort to a little strap once in a while with sixth graders.

I feel like those boys coming off through high school, not in every case, but in most cases, were my best friends. I don't think that I can avoid, as a dean of men, being a disciplinarian in some situations I might, but as high school principal I can't have a committee to do this dirty work for me, and in my particular situation in college, I can't enjoy that situation. But I am more concerned about

what this discipline is. I think of discipline as a means to an end, as to what is happening to the student. If he accepts it as discipline, I think that is the important thing, regardless of who does it.

MR. EDGAR FRIEDENBERG (Adviser in the College, University of Chicago): It seems to me we have rather lost sight of what I think were the issues that Mr. Wrenn and this gentleman were raising. I think the question is one of the degree to which the particular action undertaken by the dean is intended to develop student insight into the reasons for his own behavior, and subsequent control of it.

CHAIRMAN NEWHOUSE: Will you repeat that, please?

MR. FRIEDENBERG: I say that I think we have lost sight of the principal issue perhaps being the degree to which the dean's particular action is intended primarily to help students develop insight and control of their own behavior.

Not all actions undertaken by deans are for this purpose. Where they are, the taking of a punitive function, I think, will make the situation worse, and what disturbs me particularly about our consideration is that we seem to have that mixed up with the question of popularity.

It is exceedingly easy to get a great many people to like you better if you punish them. It usually hurts them worse, and prevents their getting greater insight, and similarly refusal to adopt such a role does not by any means always make you more popular. But where it is possible in terms of all of the administrative demands on you, I should think that it would make the possibility of the student using you to help understand what is going on in him, make that possibility considerably greater, rather than getting you, or us, mixed up as persons acting in his own life at a particular time.

MR. BERG: I wanted to stress that we were talking about our relationship, and how effective that relationship is, not that it can't be workable after some fashion, however bumbling it may be.

Sometime ago I was placed in this situation: A show was being put on, and it turned out that a number of individuals were putting in boy friends and so on, for rather large fees, which should not have been paid out in the budget submitted for the show, but there was no way I could tell that, until I caught on and learned what was going on.

I canceled the show immediately until we could find out what was going on. Now, a couple of people who were involved in this shenanigan had been clients of mine who had been counseled by me. I immediately transferred them to someone else. It was apparent that it was impossible to do anything more.

On the other hand, the individuals who had known what was going on, but didn't dare speak out, were very much in favor of it,

and rapport that I had with them later was far more enhanced than it could have been under neutral conditions.

In other words, sometimes you can facilitate a relationship, even though authoritative action is taken.

CHAIRMAN NEWHOUSE: All right, Gilbert.

MR. WRENN: I would like to say I think we are in agreement on this thing. The old concept of discipline was punishment. Another perfectly good definition of the word is discipline as self-control.

What we are trying to say, and I think we are in agreement on it, is we want to move from a primary consideration of the one concept, the punishment function, to a primary consideration of the self-control function, with times being necessary when punishment is in order.

As far as the idealism is concerned, I was just thinking as I sat here, I first heard of this idea from a dean of men, McCreery out at Washington State College, who later left the academic world and became training director for the Aluminum Corporation of America. If that is idealism, Otis had a good idea. He said, "I am, as dean of men, responsible for counseling. When I take a case into a counseling committee I do not vote and the students know it and my relationship with him is unimpaired."

He was concerned about relationship. He wasn't concerned about ditching a duty or getting out from responsibility of any kind.

It entirely seems to be a question of how you can best achieve the growth in the student that you find most necessary, with first consideration being given to the student's growth, and secondly, to the reputation and welfare of the institution.

If you reverse it, if you say the institution comes first, then you are going to get back into the situation that all students conform to the institution regardless, and thereby the institution is protected.

If you reverse the order it doesn't mean to say that you never punish. That would be equally silly.

CHAIRMAN NEWHOUSE: All right. Now, I am taking a pretty arbitrary stand here, because we have a number of other subjects.

MR. ROBERT S. WALDROP (Dean of Students, Vanderbilt University): I would like to ask Dean Bergstresser if he has any evidence about the statement he made with respect to counseling of men by women or women by women, or vice versa, as to the effectiveness?

MR. BERGSTRESSER: I can't say that I have any large body of objective evidence on that point, one way or the other. I think what your question points to is the need for a great deal more scientific and objective evaluation, not only of that point, but as to the relative effectiveness of all kinds of counseling.

I was glad to see not long ago a statement reporting on a long-time evaluation of vocational counseling by Donald Patterson at the University of Minnesota. There have been some interesting studies many other places. Carl Rogers and his colleagues deserve at least this recognition that they are trying with real effort to find ways of objectively evaluating the results.

As it stands now, we have these arguments about the point I raised or about non-directive versus some other type of counseling, without the adequate information to judge it.

One of the reasons I presented that issue was to point up what seemed to me to be one of our greatest needs: to have a series of carefully planned studies carried on so that we have some objective basis for deciding what kind of counseling can help what kinds of students with what kinds of problems.

That is about the only answer I can make on that. Certainly, negatively, I haven't seen any evidence that points to the fact that men should always be counseled by men, or women by women. I would like to hear evidence on either side of that question.

MR. JUDSON G. ROSEBUSH (College of Wooster): Regarding this counseling of men and women by counselors of the opposite sex, I would like to ask what you would suggest as techniques in a school where the different jobs are entitled dean of men, dean of women, and the idea being thereby implanted in the students' minds that if she is a woman she is counselor for the women, and if dean of men automatically goes to the men?

Are there any techniques that you know of whereby a student as an individual could be, perhaps, encouraged to go to the person he feels can do the most good, rather than going to the person he assumes is the representative?

CHAIRMAN NEWHOUSE: I want only to direct answers to this question on the techniques or methods which have been used where you have what he proposes is the barrier of the titles "dean of men" and "dean of women."

MR. EDWARD M. CARTER (Dean of Men, Park College): We have a dean of men and a dean of women. We have separate offices. The students have been told time and again whenever they come in, if they want to talk to either of us they are perfectly free to do so. They go to the dean of women on certain activities. The men are in there on student councils, or the student council comes in to me on another activity, and when they want counseling, they go to whomever they wish, or they go to faculty members.

CHAIRMAN NEWHOUSE: Well, do you get many girls seeking masculine counsel on personal problems, or many boys going to the women on personal or individual problems?

MR. CARTER: Yes, we do.

MR. GEARY EPPLEY (Director of Student Welfare, University of Maryland): Isn't quite a bit of that on family relations? I have noticed that if a boy's mother died early in his life, he seeks the counsel of a mature woman, and also I have noticed where the father died early in life or there was a broken family, the girl seeks the advice of an older man. That has been my observation. They miss either the father or mother, and they want the advice they don't get in the home.

CHAIRMAN NEWHOUSE: Essentially there is your point that if both are available, the student will select the one he wants.

MR. EPPLEY: That is right.

CHAIRMAN NEWHOUSE: Is that enough of a method to handle this question?

MR. BALDWIN: Quite often the dean of women will bring women into my office. I get a few men, and if I can't quite solve the problem I take it in to the dean of women. We pass them back and forth. We haven't any deadline between the two. We have the same secretaries sitting beside each other. I have to ask a girl sitting out there whether she wants to see me. Very often the boy will say, "I don't want to see you. I want to see the dean of women."

MR. MAURICE J. GALBRAITH (Director, Student Affairs, University of Illinois, Galesburg): We do not have a title "dean of men" and "dean of women." We have a supervisor of counseling who is a man, and an assistant supervisor of counseling who is a woman. We have men and women going to each, and there is an exchange.

CHAIRMAN NEWHOUSE: And you believe those titles make for a better exchange, do you?

MR. GALBRAITH: Yes.

MR. WRENN: The same thing has been happening with regard to dean of students. Where that title has been used, there has been an associate dean of students who is a woman, and the assumption is—and in some cases it works out, although I don't know the frequency—that you have a pretty fair flow of men and women because the title is not restricted, which is exactly the point made over here.

MR. STANLEY C. BENZ (Director in Charge of Counseling, Purdue University): I am concerned with counseling in the Residence Office for Men. We do not have married couples living in the residence halls as counselors. In some universities that is a common practice. I am wondering if we could hear from some schools where a married couple is living in a dormitory in your residence halls, both the man and woman being qualified to do counseling.

CHAIRMAN NEWHOUSE: All right. Who has that setup?

MR. McCREARY: I am a resident director of dormitories, and most recently made dean of men. My wife is a trained counselor, and she was stolen from the assistant for the men this year to become dean of women. I might say there is a good deal of cross counseling. I don't know but what I go there quite a bit myself. (Laughter)

CHAIRMAN NEWHOUSE: I think we are going to have to rule that one out as a very unusual circumstance, with certain controls there that we don't know anything about. (Laughter)

MR. ROSEBUSH: My wife and I happen to live at the same time I am dean of men in one of the residence halls, and I find the men in that particular residence hall go to her in particular situations for advice as much as they go to myself. It seems to be a very good arrangement.

MR. E. MOWBRAY TATE (Dean, Hanover College): Doesn't every dean of men's office need a good woman in it, who may not be dean, but may have a good psychological background? I can recall when I was dean of freshmen, that a good deal of the counseling was done before it got to my door, by a woman who had the friendship of the men who came in.

CHAIRMAN NEWHOUSE: All right. Any of the panel want to say a word?

MR. BISCHOF: This ties up quite well with Dr. Berg's point, in which we don't know whether it is men or women, and so on. This point of "should I strive for a single or unified approach? Directive or non-directive?" I would like to hear his answer. He said he had one, and I think he is going to wind up with about everything. You use what is best. You use the approach that works at the time.

We have had the strap approach here. We have had the husband and wife approach. You probably are eclectic whether you like it or not.

MR. BERG: That is about precisely it. My feeling is that you have got to use what does the job, and at times it is absolutely essential that you might carry through, even over a long period of time, a non-directive, neutral, permissive atmosphere, but I don't think you can do it very often.

My feeling is that in order to do the job, you have to use whatever seems to work, and of course that is where judgment is so important, and also personality factors.

The single "ism," and of course the most popular one that you read about in the professional journals now is that of the non-directive or the client-centered approach to counseling. Very frankly, I am convinced that it is highly selective. That is, the people that it works with, it probably works very well, but it works with a very small percentage.

Now, if we have any strong Rogerians there, they will probably feel, well, this bird is all wet. But I am convinced of that, after having tried it out and seen it operate, both personally and in other people's situations.

MR. BERGSTRESSER: At that point I would like to come back to this problem of evaluation.

Mr. Berg says, in his opinion, only a small percentage can be held by non-directive counseling. He may be right, but who knows? Isn't it about time that we stopped going on the basis of just our own individual experience, or opinion, or judgment, and began to get some hard-boiled, objective facts about what works under various circumstances?

MR. WRENN: I would like to comment on this point of non-directive approach and its value, by indicating that it is very hard to find the value in tangible terms of that approach or any other approach, if you have as your objective changes within the attitude of the student. If you merely want as an objective to improve scholarship, or keeping out of trouble, or some other tangible objective feature, then of course you can set up a criterion against which to evaluate, non-directive or something else.

But if you set up as a criterion the really basic thing in counseling, if we agree on that, changes in the attitudes of the student, not verbal changes. We have one study at Minnesota that shows that the self-information, information about a student, when given to him, certain kinds of information are distorted and warped by the student. He does not act upon it, or if he does repeat it or re-interpret it to somebody else, it is not in the same language or the same meaning as was given to him.

We have had one study there indicating that apparently the basic factor is that information about the student is interpreted to him by a counselor, that he distorts or forgets the information which is at variance with his own concept of himself.

If it is the straight information giving kind of thing, we are probably fooling ourselves. When we have gotten off our chests information we think is good for the student or information which is factual, it is true, and the student sits and takes it, and he leaves and says thank you, and if we use that as an objective, or criterion of the fact that we have done a job of counseling, we are just fooling ourselves.

The real criterion is: What changes in behavior and in actual attitude have taken place in the individual?

MR. SPATHELF: But you would agree that maybe some of those changes might occur five years later, as the full impact of the thing really dawns on him?

MR. WRENN: That is what we like to say. It is a comfortable way out, but I don't think we have ever proved it.

CHAIRMAN NEWHOUSE: Are you saying, Gilbert, that there is no way, that Bergstresser is asking for the impossible?

MR. WRENN: No. I am simply saying that if you are trying to prove the values of counseling by what we think is done with the students, then it is a very weak reed that we are leaning on. We have to have some tangible evidence in terms of behavior.

Now, what are some of those?—we might get some ideas from the group—what are some of the fundamental, or valid criteria in behavior which might be taken as an evidence of the fact that counseling had produced results?

MR. HERBERT J. WUNDERLICH (Dean of Students, Montana State University): The comments of the panel I felt were very descriptive of mechanics. You have been talking about how to achieve self-understanding, self-development, growth and maturity, authority, discipline, etc., without having arrived at what you are getting hot on now, the criteria, these values, the results, the behavior of the young folk, and the older ones in our colleges and universities?

It is the thing that Berg brought up which I think is the foremost before us in the land today. Should we be striving for any "ism" he raised?

He raised the question of authority as versus counseling. I understand you are talking about a philosophy of counseling, and not a philosophy of mechanics. What are we working toward? What kind of citizens? What kind of human beings? How do we know when they understand themselves, or that they have developed themselves.

I say it is very important because some of our neighbors know rather definitely today just what behavior they expect from their citizens. If you read George Counts' translation of lay pedagogy entitled, "I Want to Be Like Stalin," you have some pretty specific criteria laid down in that country.

What are our criteria? Some schools have been working on that, doing research, to determine what is a criteria in a democratic society. Number 1, I will throw out for example, respect for the dignity of your fellow man. Are there any more that we can put our finger on, so that we may know this young person, or more mature adult, has understood himself, has developed himself?

That, to me, is an important question in this problem of the philosophy of counseling.

CHAIRMAN NEWHOUSE: All right. You are proposing then, are you, Herb, that we cannot get at these evaluations of counseling until we have a criteria of our broad social objectives?

MR. WUNDERLICH: Yes.

CHAIRMAN NEWHOUSE: All right. Any other points?

MR. JAMES G. ALLEN (Dean of Men, Texas Technological Col-

lege): It seems to me that we are faced here with another problem which we can draw an analogy from in the academic field.

Until we have some criteria for judging the capacity of the student to take the counseling, we are not going to be able to evaluate our own processes in its efficiency.

If we apply the old rule of thumb that nothing learned, nothing taught here, I think we are heading toward complete disaster as far as feeling any sense of satisfaction is concerned.

MR. ELMER C. RIECK (Assistant Dean of Students, Southern Methodist University): It seems to me that we are facing a problem of symptoms versus causes, or an easy way out of it and the long way out of it.

I am definitely on Baldwin's and Wrenn's wagon. I was at both Cornell and at Dartmouth in a naval unit, and at Cornell we happened to have a commanding officer, if you will pardon me, who was at the top of my "check-off list."

I was sent to Dartmouth where he had a very democratic type of thing and I think we got a great deal more out of it. Having the privilege to work with V-12 men, and I don't think any college has ever had any finer group of men than the V-12 boys on the campuses; and it was proven from our studies of the V-12 program that where you gave men a chance to work with you, that is, the men and your ship's company, a committee, as Wrenn brought out, students, a faculty committee, and you as commanding officer, or you as the dean, all working together, you really help those men.

The easy way out of it was to take the Navy way out of it, and it seems to me that is what some of you are proposing. Our good friend, our President, said that he would like to have some one say who would take the authority of telling his son what to do. Well, don't be too alarmed, or too surprised if the gang spirit doesn't take over, and we know in juvenile delinquency work that the members of the gang are a lot more highly respected by individuals, and it might be your own son, than you are.

I think we have to take that into consideration. Boys and girls at high school age now are pretty mature people, and if they have a part in the thinking and in the planning—and I don't like the word "punishment"—I think we will go a long way.

The report of the Navy V-12 program is in the files at Dean Field's office, and I think he brought it out very well that we have to have all three of them working together.

MR. LLOYD: This has gone so far over my head that I am comfortable again. (Laughter)

When we start talking of the evaluation of counseling services, there are quite a number of things that I would like to agree with Wunderlich on, on this problem of attitudes and philosophies of life, but for our part we are going to try, starting a little bit on the more simple. I almost like to call it the statistical side.

We have introduced a counseling system for the simple reason that we had no other choice. We found our students who were making such poor jobs of their registration and having to change registration so often, and some definitely and detrimentally to themselves, that we didn't have much of a choice when we looked at the thing right in the face.

One of the very simple devices we are going to try and use—I don't know how successful it is going to be—is to determine how many of these changes of registration we can cut down, to a point where a student will know something about where he is going before registration, rather than afterwards.

I believe in some of those more simple devices we can begin to weigh the effectiveness of counseling by finding how much of a student mortality we are going to be able to avoid.

MR. FRED H. WEAVER (Dean of Students, University of North Carolina): I think that at some stage of the discussion this afternoon it would be appropriate to allude to student government as a device of solving the problem of discipline. I wanted to get the floor following Mr. Wunderlich, but, in the device of student government you have integrated both the practical and pedagogical solutions to the problem of discipline.

If the purpose of the university is to make citizens, the precept of our sage of Monticello that "you learn to be good citizens by being good citizens," would seem applicable.

It is our philosophy at the University of North Carolina, that the precept of government of, by and for the people is no less applicable to college students than to adults, and most of the so-called problems of discipline are so-called problems of all, that does not necessarily go to say that many problems of counseling are not problems of discipline. Neither are they problems of law and order. But it is difficult to separate the two. Furthermore, it does not take the dean of men, or dean of students out of the picture because, try as he may, the dean of men is going to be the person who is responsible for the success of student government. But autonomous student government—

CHAIRMAN NEWHOUSE: Now, wait a minute. I am not going to let you go on to student government, because it is outside the limit that we set at the beginning.

Now, do you want to bring it into a closer connection here in terms of evaluation of counseling?

MR. WEAVER: I will bring it in, if I may, in the first phases of this discussion, as a remedy for the dean's difficulty.

We have said that the dean cannot be disciplinarian and counselor. We had the complex problem of how a counselor could be disciplinarian. This is the remedy, in my opinion.

CHAIRMAN NEWHOUSE: I will give you one minute on it, briefly.

MR. WEAVER: If the dean of men will put into the hands of the students the problems of discipline, then he may retain to himself the problem of counseling and at the same time have the value of the merger of the two without having the disadvantage of being an authoritarian or tyrant in the position of disciplinarian.

CHAIRMAN NEWHOUSE: That is particularly for that last point there.

MR. GEORGE K. BROWN: I would like to have a show of hands as to how many of us here would like to put the disciplinary problems in the hands of the students.

CHAIRMAN NEWHOUSE: Is that a question that we can answer directly? How many here would like to put disciplinary problems into the hands of the students?

MR. L. E. CHANDLER (Dean of Men, Southeastern Louisiana College): Insert the word "entirely."

CHAIRMAN NEWHOUSE: Put discipline problems entirely into the hands of the students. That is the question. How many here then? How many would like to put discipline problems entirely into the hands of the students?

MR. CHANDLER: Does that mean that there is no appeal from the student disciplinary committee's decision?

CHAIRMAN NEWHOUSE: Well, I think again with the limit of time, that our question—we have already seen we have got to qualify it here. At least we have got an answer. We don't want to put them there entirely.

MR. WRENN: Let me get back to some simple criterion. Do you mind? Dr. Lloyd gave you one.

I agree with Dr. Wunderlich that perhaps we could have, and should have these fundamental changes in the lives of students, in terms of their part in our society. It is hard to get that down to anything like a research basis. So let's just say, some criteria we can use practically, that they aren't ideal in any sense of the word. One has been named. Another one is:

If you are trying to do vocational counseling, are they making vocational choices closer to their known aptitudes or capacities? If so, you have evidence that you have had counseling going in the direction of improved adjustment of the individual to his vocational future.

That has been done, a few studies have been made in that connection.

How about counting the use of a service? You can raise all kinds of theoretical objections on that, but the proof of the pudding is in the eating. If you are going to install a new service, or expand your service, or change it some way, you have to justify that to your president or somebody along the line, justify the increased

cost involved. Actually, I think if the presidents asked us sometimes to justify our counseling program, the fact that it is costing us \$5,000 or \$50,000, we would be very embarrassed indeed.

It seems to me we have to build up some of these. One way is, is your service used by students, or is there an increase in the use of the service under changed conditions?

You can take two groups of students. You can match them on characteristics, at least roughly. You can let one go through one set of procedures and the other another, and if you get demonstrable changes, you can't prove that this change has been due to this one changed procedure, because other things are happening to them. But there is a likelihood it has had an influence in that direction.

What about follow-up of our students? We do very little of that. We kiss them goodbye and turn around and welcome the freshman, but as far as following up and making them at least aware of the fact that we are concerned with them, not as alumni representatives, but as deans and counselors, we don't do much of that.

We could find out so much about the excellence or the poorness of our service if we check with students after they have been out of school six months or a year.

These are what I mean by criteria. They won't meet Mr. Wunderlich's very desirable basis of big social adjustment criteria. But you can attack the thing practically, and I have a feeling that unless we do, some of us are going to wake up with a headache one morning because the president or the board or somebody has said, "Look, I suddenly discovered I am spending \$10,000 a year on the dean of men's office. Now, why should I spend any more?" Or, "What are we getting from this service?"

I will admit you can't demonstrate all of the things that come out of the dean of men's office, or counseling office but you ought to have at least something to fall back on in case of a request of that kind.

MR. BERGSTRESSER: I would like to suggest some additional criteria and bring them down to earth, as this gentleman asked us to do.

It seems to me we can evaluate the services on criteria as simple and as practical as these: Here is a student whose problem has been that he doesn't know how to use his money. He is broke at the end of the month and can't pay his bills. It becomes a counseling situation. Can't we find out, over a period of time, whether he has learned how to take care of his resources?

The same could be said in terms of the way in which the student distributes his time among his various obligations, his studies, his outside work, his extra-curricular activities. I think there are a lot of practical, down-to-earth criteria on the basis of which you could get some evidence as to whether counseling was doing the job.

MR. SPATHELF: We might ask the students at some particular

point, too. It might be helpful. This recent survey that I know a number of you participated in of the American Council on surveying veterans as to the station they fell in in meeting their problems, or dissatisfactions, and so forth, I think is an eye opener.

Some of you have seen some preliminary reports and those of you who have worked on it on the campus, have gotten some rather serious shocks about the same thing.

I wondered whether that isn't a most valid criteria right at the outset.

CHAIRMAN NEWHOUSE: Do you have any points to make there, Berg?

MR. BERG: I think it is a very real problem because there is one other complication which I would like to note, and frankly it botches up the problem. I learned this the hard way. It was on an industrial counseling job a dozen or more years ago. It so happened that I was heavily over-scheduled and sometimes an individual wanted to see me right then and there. I will just give one little example.

I couldn't see one man. His problem though, he told me in two or three minutes, was really very pressing. It was one that bothered him a lot—relationship with his wife. I was worried about it because I felt I should have helped him, and yet I had others that were about as pressing.

I got influenza and was tied up for a couple of weeks and I came back. He had worked out his problem himself.

Now, I realize that sometimes—and I have known cases where it got worse as a result of not having counseling—but we have got to recognize that sometimes time works on the side of a favorable change.

Thus, all the variables that are considered, would have to be in terms of improvement and behavior, but I think we would need to keep in mind that while we take credit for any change, that isn't the only thing that is involved.

If anyone doubts the efficacy of counseling though, do as happened in the one institution that I know of—yank it all out, and see some of the difficulties that are encountered—conduct, grades and everything else.

CHAIRMAN NEWHOUSE: All right. I think that I will bring this to a close at this point. It seems to me that by stretching our imaginations a way and rationalizing pretty hard, that we could assume that perhaps this emphasis on criteria is an emphasis on knowing what we are doing, and perhaps an exhortation on the part of those who have taken that stand, that all of us spend less time on the doing, and devote a little more time, thought and attention, or perhaps a lot more, to finding out what it is, and what its effects are.

Now, as you will recall, I said that would take a bit of rationalizing, and that is a pretty far assumption, but believe me, I am convinced at this point that we could spend the rest of this Conference and not arrive at a definition of precisely what the term "discipline" is, or what the term "counseling" is, and perhaps we will have to settle with some such assumption as this. I will turn it back now to the presiding officer, Mr. Knapp. (Applause)

. . . Mr. Knapp resumed the Chair . . .

CHAIRMAN KNAPP: I am sure I represent all of our feelings when I say to these gentlemen, that we have certainly appreciated their being here and sharing these notions with us. It has been very helpful and very suggestive.

SECRETARY TURNER: We have had several requests for some observations tomorrow morning of the fact that it is Good Friday and the possibility of an early, or short, service just before the meeting takes place. If you are interested in that, if you will tell me, we will see if there are enough people who want to attend a short service at eight-thirty, or whatever time you want to set, if you let me know. We will arrange for a place.

CHAIRMAN KNAPP: All those who are interested let's have your hands up, so Fred will know right now.

SECRETARY TURNER: That is a good crowd. We will meet right here then at eight-thirty.

CHAIRMAN KNAPP: Is there further business at this meeting? If not, it stands adjourned.

FRIDAY MORNING SESSION

April 15, 1949

. . . Inspiring services led by Joergen Thompson commemorating Good Friday were held prior to the opening of the Friday morning session . . .

The Conference reconvened at nine-twenty o'clock, Vice-President Knapp presiding.

.CHAIRMAN KNAPP: Gentlemen, our speaker this morning is a most distinguished person, and to do justice to his career would take many moments. In view of the importance of his message, I am going to summarize it very briefly:

Dr. Andrew C. Ivy holds B.S. and Ph.D. degrees from the University of Chicago, and an M.D. from Rush Medical College, now part of the University of Illinois. He has taught at four universities in Chicago—Loyola, Northwestern, Chicago and now the University of Illinois, at which he is Vice-President of the University, in charge of the Chicago professional schools, as well as distinguished Professor of Physiology and head of the Department of Clinical Science.

He has been Medical Adviser to both the Army and the Navy, and is a member and an officer in over a dozen distinguished societies. His research has resulted in many major discoveries and his publications have been voluminous and most significant. He is recognized in medical circles as the nation's leading physiologist and one of the foremost clinical investigators. His goal, according to his statement, is to make a comfortable living for himself and to make living more comfortable for others. It is my distinguished honor to present Dr. Ivy. (Applause)

DOCTOR ANDREW C. IVY (Vice-President, University of Illinois): Mr. Chairman, and gentlemen:

The subject which has been assigned to me for discussion is a very complex one, and I understand that when I make that statement, that it is not news to the men who make up this audience, because they have had this problem of advising young men regarding a professional career, and how best to approach it, for many years.

It is true that this profession which you represent, of dean of men or advisers to men, is not one that is very old or ancient, because I remember when I was in college, we had no special person who was particularly interested in, or suitable for giving such advice. When I sought answers to questions which came up in my mind, I had to discuss them, or raise them with various heads of the departments, whom I thought were sympathetic towards the problems of young men.

I think that that is the most important criterion for individuals in your position, and that is that you must first be sympathetic towards the problems which confront the young men who are thinking seriously about the problems of life, one of the most important ones being the choice of a profession, and how best to go about to attain the objectives in that regard.

Now, I do not have all the answers to the questions which arise in this field, because questions—some of them are old and they are very involved, and some of them are new. They have been created, for example, since the war, and we are trying to work out of them slowly in an evolutionary manner, rather than a revolutionary manner.

If we do not study them carefully and approach them cautiously, it is possible for us to make serious mistakes and irrevocable errors, and for that reason, if for no other, I think that the subject, the discussion of which I am to lead today, is an important one.

Now, I take the position that when a young man or woman is preparing for a professional career in life, that the most basic requirement is what we call a liberal education. That is something that medical educators have emphasized over the years, ever since the American Medical Association was organized to improve the level of medical education, and bring public opinion to bear to eradicate the medical diploma mills in our country.

That was started in the later part of the last century, but really the movement did not take on a great deal of momentum until around 1910, of this century.

In speaking to the American College of Surgeons two years ago, at their convocation exercises, I tried to impress upon them the importance of insisting on a liberal education of the young men and women accepted into medical schools.

Now, I realize that in so far as this is concerned, you are particularly confronted with a decision. You have to deal with young men who want to get on with the business of making a living. They want to get married and established, and the taking of a liberal education means, in so far as medicine is concerned, the addition of another year to the course work. I realize that about 90 per cent of the young men that you have to advise, want to get into medical school, or their profession, just as soon as possible, and to get the work in the medical school over just as soon as possible, so they can get out and make a living.

We have the difficulty in the first two years of medicine, in the so-called basic medical sciences. The students want to get these basic medical sciences behind them just as soon as they possibly can, so as to get on with the clinical subjects, out of their internship, and then there is too great a tendency today to want to take residency and to specialize early.

But I believe in advising these young men and women, we should emphasize and have marshalled, readily available in our minds,

the importance of having a liberal, or broad education before taking up a profession.

Now, I have indicated that this is not an easy problem for you, and at times you deal with a type of student where you cannot persuade them to take more college work, and to broaden their education. But I should like to appeal to you to sell this particular idea and its importance, to those students who come to you, who have the abilities of leadership.

The standards of any profession depend upon the leaders in that profession, and the thinking of the leaders in the profession determine not only the educational standards but also the ethical standards of that profession. In order to raise the educational and ethical standards in a profession, I believe that it is very important for those leaders to have had a broad, liberal, college education.

So if you get no other thought out of what I have to say, I hope that you will carry back with you the idea of trying to get the young men and women with whom you come in contact, who have the capacities or abilities for leadership, impressed with the necessity of having a broad college education.

Now, in order to indicate to you that I try to practice what I preach in this regard, I should like to point out, obviously with some personal and paternal pride, that I have five boys, and four of them have finished college. Three of them have finished medicine, and one is a junior in medical school at the present time.

In my discussions with them regarding their educational program, on every occasion, I have emphasized the importance of obtaining four years of college education, and not taking all of the courses in the field of biology and the physical sciences. I wanted them to know something about economics, sociology, and English literature. I wanted them to have—a moral philosophy or ethics, if you please, so that they would have a broad, liberal education, could understand really the problems of living and the problems that confront those of us who like to see mankind move further along the objectives which we have in mind.

Now, the third problem which I want to discuss is the difficulty in some fields of obtaining a professional education. This difficulty, some of you may recall, occurred after the first two or three years of World War I. It has increased now, the first two, three or four years after World War II, because of the general increase in the desire of our young men and women for a college education.

Now, I should like to make one interesting observation in this regard. We have two groups of the professions relative to this problem. We have one group of the professions where there are so many applicants that we can't provide the facilities at the present time, to give them a high quality professional education. Then we have another group of professions, where we are trying to in-

crease the number of applicants in order to utilize the facilities that are available.

In the field of medicine, in the field of dentistry, pharmacy, law and engineering, we have many young men and women clamoring to get in, overtaking the facilities that we have available. On the other hand, in the professions of nursing, teaching and the ministry, we have more facilities than we have applicants for the places, or for the facilities.

The situation in relation to nursing is such that in two meetings during the past week, where we were discussing the need for nurses, and the vacancies available in our schools of nursing for students of nursing, it was proposed that maybe we better pay these young women a salary, instead of charging them tuition as we have done in the past. We are even thinking about paying them \$25 a month as a bait, or pecuniary incentive to get them to take up nursing.

You know what the situation is in teaching, and in so far as the basic medical sciences are concerned, we have the same difficulty there. It is not easy for us to get men with the necessary basic background in biology and physical sciences, and then in the medical sciences, to stay in teaching and research in the basic medical sciences such as physiology, biochemistry, anatomy and mythology. Then you know what the situation is in the case of the ministry.

Now, why do we have this particular situation?

Well, in the field of nursing, as I have analyzed the problem, we are not offering at the present time a sufficiently attractive educational program, and second, the nurses are not being paid an adequate salary which will compete with the salary obtained by secretaries and clerks and other occupations into which young women go. Then third, at the high school and grammar school level, we are not selling a mission in so far as a career in nursing is concerned.

Medicine is a humanitarian service. It has a special appeal because it is a humanitarian service, and a very important one, and is generally recognized as being a humanitarian service.

Nursing is recognized as being a humanitarian service. Why then do we have so many applicants for medicine, and so few applicants for nursing? In my opinion, it is just a question of the material reward in each case. In the case of medicine, the young man sees that he can render a humanitarian service and at the same time make a very attractive income. In the case of nursing, that is not true.

I think that if we take the professions of dentistry, pharmacy, law and engineering, the same thing is true, that these are professions which have ideals of service, but at the same time they promise to the young men who are looking at these professions, an attractive income.

Whereas, nursing, teaching and the ministry do not.

We have to look at this matter, in my opinion, in a very realistic way. Now, the only way that we can substitute for a lack or deficiency of pecuniary compensation, is to provide a spiritual type of compensation, and if we are going to provide the latter, in my opinion, we are going to have to start at the grammar school and the high school level to impress upon the students at that level, the importance of the spiritual compensation that comes with serving the sick.

I do not know a great deal about the problems of engineering, but I have discussed that with some of my colleagues at the University of Illinois, and at some of the other universities in the country. As you know, the engineering schools are crowded. They have been able in some places to get facilities, so they have been able to take in more engineering students.

As far as I know, a careful study has not been made to find out whether they have too many students in the field of engineering, for the welfare of engineering. I have been told by some engineers that at the present rate of production of engineers, that ten years from now, or maybe sooner, the engineers will come at a dime a dozen. That is something that should be considered.

Now, I know that in the field of law, if you train a person in the field of law, in order for them to effectively serve the community or society, it is not necessary for them to follow the profession, or practice of law specifically, as it is in the case of engineering.

If you prepare a person as an engineer or a dentist, or a medical person, they are pretty well rutted in so far as the service that they can deliver to society is concerned, and this is particularly true when we consider the cost of their education. It takes more to educate an engineer than it does a lawyer, because laboratories and expensive apparatus are required. It takes more to educate a dentist and a physician than it does to educate an engineer. In the case of the education of the medical student, it costs all the way from \$600 to \$2,500 a year to educate a medical student. That is obviously very expensive education. The cost will depend a great deal upon the research overhead that is being carried in the medical school and on the number of hospital beds that have to be supported directly by the budget, in order to provide adequate clinical instruction.

We have to consider these costs when we are considering these problems, as educators in the profession.

Now, this problem is particularly acute in the field of medicine at the present time. For example, when the last medical aptitude test was taken some 18,500 students took this test. That means that we have young men and women to the extent of 18,500 who would like to enter medicine this next fall. At the present time we have only 6,560 places in 71 medical schools.

In other words, there are approximately three applicants for one place.

At the University of Illinois, for example, we have around 754 pre-medical students. We have the largest freshman enrollment now of any medical school in the country, namely, 166. If we can get some additional hospital facilities we are willing to increase that enrollment to 190 per class. We have enough pre-medics at the University of Illinois to require 250 places, instead of 190, which we may have available two years from now, or 166 which we now have available.

That just takes into consideration the young men and women registered at the University of Illinois who want to do pre-med work. If we multiply that by two, to cover the colleges in the State of Illinois, other than the University, who have pre-medical students, who desire to study medicine, and you can see what the problem is.

For the fall class of 1948, in the medical school at the University of Illinois, the University had to reject 490 young men and women of the State of Illinois who had in their college work an average of 87 per cent or better. In other words, on ability to learn, the students who would like to study medicine and become doctors are not having the opportunity.

Now, this raises an important question in so far as our social economy is concerned, in so far as the level of medical care is concerned, which the medical profession can deliver to the American people. It is a serious question, and one that deserves careful study.

Since this question, as it may be analyzed, is applicable to all of the professions, and since I know more about this problem than I do about it in the case of other professions, I should like to analyze it then in relation to medicine.

As I have already indicated, the American Medical Association was formed solely for the constitutional purpose of improving the level of medical education in the United States. Around 1908 to 1910 it started a program to eradicate the medical diploma mills, and this was done by increasing the entrance requirements to medical schools.

At one time you could get into medicine by not even graduating from a high school. Then the high school requirement was introduced and then a two-year requirement was introduced. And then it took another step, in order to eradicate the diploma mills, and this was to require a certain annual income, other than that which came from tuition fees, in order to employ full-time teachers in the pre-clinical years, and to render it possible for these teachers to carry on investigative work.

As a result, the number of medical schools in our country were decreased from around 160 to a present number of around 71. We have, as far as I can recall now, only one unapproved medical school in the country.

With the exception of the one medical school, all of the medical schools now are recognized as giving high-grade instruction to their students. Now, because of the remarkable advances we have made in medical science in the last ten or fifteen years, an increased demand for medical services by the American public has occurred.

For example, before insulin was discovered for the treatment of diabetes, patients with diabetes died within two years. You can see there was a market for a remedy for diabetes. When this remedy was discovered, the doctors had something with which to treat these patients, and hence the need for the doctor was increased.

Now, in certain areas, medical discoveries have occurred, which have decreased the need for doctors, but by and large in the last 15 or 20 years the medical discoveries have increased the need for doctors because the doctors are needed to prescribe and control the use of the remedy.

For example, if we today were to discover the remedy for high blood pressure, and if that remedy were the type of remedy which needed more or less constant supervision, like insulin, that would increase the need for doctors to distribute this remedy to the people with high blood pressure.

So, part of the need for doctors has been due to the discoveries in medicine increasing the demand for medical services. Then part of it has been due to an increase in the general level of education of the people of this country, so that they demand more medical services, better health than they did formerly.

Now, in the newspapers you have seen a great deal of discussion of the question: do we need more doctors?

According to my discussions with groups of doctors throughout the country, the immediate answer to that question at the present time is yes. In so far as the future is concerned, in 1960 or 1970, I do not believe that we can categorically answer the question. It is a question which deserves very serious study, not only from a professional and economic standpoint, but also from the standpoint that we, as the medical profession, represent the caretakers of the public health, and we do not want things to happen in this country, which we have seen happen in Europe where medicine has been regimented and the level of medical care received by the people has declined. It has increased in quantity with a decline in the quality of the care delivered.

We want in this country to have a plan which would increase the quantity and the quality delivered.

As I analyze the practice of medicine, the welfare of our people in so far as their public health over a period of years is concerned is based upon what we call the doctor-patient relationship. I feel that the practical aspect of the moral implications of the doctor-patient relationship is the free choice of the physician, and

I find that it represents a competitive principle. For example, it means that if a patient does not like the way a certain physician is taking care of him, then the patient can choose another physician.

Now, in this regard, I should like to point out that medical care has two aspects, just as education in general has two aspects. The first aspect is that of public health problems in general, and the maintenance of public health—vaccination programs, sanitary programs. Those are programs that can be applied to a mass of individuals. They render it possible to regiment the consumers without the consumers losing anything or without the profession that is delivering the services losing anything of its dignity or any of the quality of the service that the profession is rendering.

On the other hand, there is an aspect of medical care which is strictly individual, and there is the individual analogous to instruction in the graduate school, where the instruction is primarily and basically individual in character.

It is the individual who is sick. It is the individual who must be treated. That was recognized twenty-two centuries ago by Hippocrates, and it forms one of the basic principles in the oath of Hippocrates, namely, that the welfare of the patient is the prime ethic of the physician.

When you stop and think about it, that is the basic principle of the democratic way of life. A strong nation is made by considering the welfare of the individuals in the nation. So the basic principle of taking care of the sick individual is analogous to the basic principle of the democratic way of life.

All physicians throughout the country with whom I have discussed the question of how to improve medical care of people have agreed that at the present time we need a better distribution of expensive, diagnostic facilities and therapy than we have today. But they likewise agree that we should never permit any infringement upon the doctor-patient relationship in the free choice of a physician, because they represent the pragmatic, realistic cornerstone of the moral philosophy of medicine.

Now, what does this principle teach us regarding the answer to the question, do we need more doctors? It teaches us this: We should not have too many doctors. Neither should we have too few doctors.

In at least three medical meetings which I have attended since the first of the year, it has been pointed out that there is such a need for physicians in many communities that young physicians are refusing to take night calls, when asked to do so by older physicians in the community. Such a situation places in jeopardy what we call the free choice of a physician, the competitive aspect of medicine which is necessary as a moral support of medicine.

When there are too few doctors, medicine tends to become monopolistic. We do not want that to occur because it predisposes to what happened in Germany, when Bismarck introduced his insurance system. This led, in time, to the treatment of the poor

and under-privileged patient as a number, and not as an individual with human dignity and rights.

When there are too many doctors, the competitive aspect becomes too acute. Income declines and men with brains are not attracted to the profession. The less successful, the morally weaker members of the profession succumb to unethical practices, and furthermore, too many physicians, by decreasing income and increasing restlessness, breed a desire for political machines and the economic security which state medicine offers.

So, in answering this question for the future, we should consider the importance of the pragmatic aspect of the moral philosophy of medicine. We must maintain the free choice of the physician, and we must not jeopardize the welfare of the future health of our people by making an unwise decision, a decision which meets false rather than a true need.

Now, some statistics which I have obtained from the Journal of the American Medical Association and the Journal of the American Association of Medical Colleges or the deans of the Medical Colleges, indicate that something is being done at the present time toward meeting the present demand for additional physicians.

From 1937 to 1942, a five-year period, 25,818 young men were graduated from medical school. During the same period 18,988 physicians died. The net increase during this five-year period between 1937 and 1942 was 6,920. In the five-year period between 1942 and 1947, 32,877 physicians were graduated, and 16,435 died, leaving a net increase during this five-year period of 16,442.

This net increase was due primarily to the accelerated program with which I am sure most of you are familiar, which yielded an increase of a little over 7,000 additional physicians. This program, however, is no longer in effect.

At the present time we are graduating approximately each year 5,500 physicians. The amount of extra physicians it is thought we shall need between now and 1960, ranges all the way from 15,000 to 55,000. Now, these estimates vary according to the extent that it is believed that physicians are needed to carry on public health work.

Let me give you a specific example. There is a bill in Congress at the present time which sets up public health areas throughout the United States, which would require 1,000 additional physicians, and we know now that every community, most every area in our largest cities, is deficient in so far as the number of physicians are concerned.

If we properly manned our mental hospitals in this country, with psychiatrists, we would require a minimum of 1,500 physicians, and an optimum of about 5,000 more than we now have.

Now, according to my own analysis of these problems and these statistics, I estimate that the deficit by 1960, a realistic deficit, will

be 5,000. That is, we will produce at the present rate of production, 5,000 fewer doctors than we shall need by 1960.

I should like to indicate that something is being done toward meeting the deficit. For example, a new medical school has been opened at Dallas, Texas. A new one has been opened at the University of Washington. A new medical school will be opened in a couple of more years at the University of California, in Los Angeles. These are the new medical schools that we have in sight. There are four in number.

Now, there are some two-year medical schools that are adding facilities for giving the last two years, or the clinical years of medical instruction. But the fact that such schools as Bowman, Georgia, and Alabama have added two years, and that the University of Missouri and one or two other state universities are planning to add the two years, does not promise to take care of this deficit which I have indicated will in all likelihood occur, because the students who have been finishing the first two years of medicine, have been going to some other medical school for their last two years, and the addition of two years of medicine to some of these schools will just simply take those students away, unless at the same time, we increase to the same extent the number of schools giving the first two years, we will not have gained any facilities at all.

In some places the deans of medical schools and the presidents of universities are doing their best to increase the enrollment in the medical school. For example, I know that is happening at the University of Chicago. In other words, they are using their present facilities to a maximum. But in order for them to further increase the enrollment without decreasing the quality of the instruction, more facilities will have to be provided.

That is the situation, as I have already indicated, at the University of Illinois; and it is a general situation throughout the country. If we are going to plan to meet this deficit, which can be rather easily visualized by 1960, somebody is going to have to provide the capital for the construction of these facilities, and up to the present time there has been a great deal of talking about this, and no acting.

This was visualized two years, and four years ago, by many of us in the field of medical education. I asked the state legislature of Illinois two years ago for hospital facilities, so that we could increase the enrollment in our medical school from 166 to 190, and they said no. What did they do with the money? Well, people who know, know that they put it into the building of fish ponds and parks and some feeder roads.

One has to decide which is the most important. If it is more important to fill these medical needs, instead of putting money into fish ponds and parks and feeder roads, it should be put into the construction of medical school facilities. In other words, we have the

problem, and we should do something about it, rather than simply talking about it and complaining about it.

Many people have gotten the idea that the Council on Education of the American Medical Association has said that we do not need more doctors. That is a newspaper reportorial interpretation of the statement of this Council, that we need a careful study, so that an unnecessary amount of money will be placed into the construction of medical educational facilities, and that an unnecessary number, at a high cost, of physicians will be produced.

Now, that is an important problem, as every one of you knows who comes from a university that has a medical school. You know that the medical school takes a major portion or a large portion of your university budget, and there is opposition all along the line to increasing the medical school budget because it is going to cut into the budget of some of the other departments of the university.

The next question—and I realize that, as I have pointed out in several discussions, we have to view very carefully the costs of medical education, because if we are not careful, due to public pressure, we will develop two types of medical practitioners—which is the trend now in nursing—when the pressure becomes severe.

There is a bill in the state legislature in Illinois to license practical nurses. If that is done, we will have two levels of nursing care, that given by the RN, or the B.S. in nursing, and that given by the so-called practical nurse. What will happen in the course of time? Because of the practical nurse getting her license to carry on this practice with practically no education, she will take over the entire function of nursing. What will happen? The level of nursing care will go down.

The same thing will happen in medicine, unless we very carefully study these problems which present themselves to us.

The next question which has been put to me, particularly by the Commission on Medical Practice of the United States is: Are medical educational requirements too high?

Now, my answer to that question is categorically, no. That is exactly the way I answered the question when it was put to me on two occasions in meetings with committees of the legislature of the state of Illinois.

I pointed out that it is the duty of the medical schools to produce the best doctors that possibly can be produced. That is what the public expects medical schools to do, because no one wants a poorly trained physician to take care of him when he is sick.

The person who puts up this question doesn't put the question to himself on the basis of the principle of the Golden Rule. When he gets sick, he wants the best doctor he can get to take care of him.

We in this country are not in the state that Russia was prior to 1935, when it gave young men an admittedly deficient medical education on the basis of the principle that a poor doctor is better than no doctor. They gave a lot of doctors the education

equivalent to that of a registered nurse in this country, and then they sent them out in the rural communities to do public health work. They were not competent to deliver the most modern type of medical care.

I think that we should continue in our effort to produce better educated doctors, and we should require a more liberal education on the part of students who gain admission to our medical schools. Even today we need more freshmen medical students who have a broader liberal education in the Arts and Sciences than those we have had in the past, so we can have material with which to produce better doctors.

Quite recently I was asked by a member of the Board of Trustees of the University of Illinois, "Why are additional beds and research facilities necessary? Since there were enough twenty years ago, why are there not enough today?" He further inquired, "Why do I read in the newspapers about the large developments planned and urged for the medical centers in Chicago, New York, and other cities in the country?"

When I went to medical school back in 1915 and 1916, the ratio of beds to the students in the last two years of medicine was about .5. Now, in order to provide the best clinical instruction, we need somewhere between 4 to 6 beds per student. This is because a tremendous increase in medical knowledge has occurred in the past thirty years.

To give you another example from my own personal history, when I obtained my Ph.D. in physiology at the University of Chicago in 1919, I did not know as much about physiology as the senior students in medicine today. That is the extent to which our didactic knowledge in just simply one of the basic sciences has increased.

There was a time not long ago when all that was didactically known in medicine could be taught in one year. Twenty-five years ago very little laboratory work was done on the patient, and very little was known regarding pre- and post-operative care. Then, half a patient bed per student, as I have indicated, was adequate for the training of the junior and senior medical student.

Conditions which existed even ten years ago; no longer exist today in medicine.

The progress made must be imparted to the student, and greater facilities are required in order to impart that knowledge.

Those of you who have schools of engineering and dentistry on your campus know that the same thing holds for these professions.

Now, I feel that these problems can be solved. We can increase the distribution of expensive diagnostic and therapeutic facilities in the field of medicine. We can better distribute the knowledge that we have relative to the care of the teeth. We can improve the quantity and quality of nursing care. But in order to do this, we must have greater facilities, and at the same time, because of the

cost of this education, we should not decrease the quality in order to reduce costs.

Those are the problems that confront those of us who are actually delivering the education in these professions, and we have pressures brought to bear on us because of the large number of applicants to get into the health professions particularly.

For example, last summer I had about 20 per cent of the state Senators and 15 per cent of the state Representatives call upon me in my office, trying to get constituents of theirs into our school of medicine or dentistry. So the heat is on us too, as well as on you.

There is one other point, and the final point, which I want to make, and that is this—and it is one reason why I invited these legislators to come to my office and to bring their constituent with them. That is that some of these students have been pointed for 10, 15 and 20 years to a career in medicine or dentistry, and that can be true of other professions where we have to enforce some selective method. I wanted to talk to those young men right in the presence of these legislators, in order to indicate, first, the need for facilities and, second, that in the case the student did not have the grade point average which represents their ability to learn, which is necessarily high, to get through medical school, what they might do, in case they could not get into medical school and study medicine.

If they had just three years of pre-medical work, I advised them to go back to college another year and to study, in their final year, those courses which interested them most. I pointed out that if they liked zoology particularly well, then they should take a course in zoology because there were areas in which zoologists could earn a comfortable living, and in the process of doing that, make other people more comfortable.

I pointed out to them that if they liked chemistry particularly well, that if they were rejected from a medical school, they will not have lost anything if they like chemistry, because they can go ahead and study chemistry and go into the field of either teaching chemistry or in the field of industrial chemistry, and so on.

If we do that, if we give such advice as that, then the psychological shock to some of these students, at least, when they are refused registration in a professional college of their choice, will not be so great. At the same time, we will be doing the student a service, and we will be performing a service to the community and the society.

Now, those are some of the ideas and points which I have selected to present to you. I hope I have provoked some questions. If I have, I shall be pleased to do my best to try to answer them. Thank you. (Applause)

CHAIRMAN KNAPP: Gentlemen, we have a few moments for questions.

MR. MARSHALL J. JOX (Dean of Student Personnel, Val-

paraiso University): Doctor, what might be done to induce a young practitioner to go into the smaller communities; that seems to be the place where most of our shortage exists at the present time?

DR. IVY: Well, that is a question which has interested me a great deal for the last three years. Through the medical school of the state institution, we are trying to do something relative to that need. I go throughout the country and lecture to many doctors, groups of doctors, and I have some 5,000 students practicing medicine in the United States, and I see those young people and I ask them about this question of rural, or small town medical care. This is what they tell me. They say, "We like to live in a small town and take care of the type of people who live there, and take care of the farmers. Our income is good. We have no complaints on that score at all. But our complaint is the facilities. We can't practice medicine because of lack of facilities, like we were taught to practice it and like we know it should be practiced.

Now, I have been impressing this latter point on those administrators in the U. S. Public Health Service who are taking part in the Hill-Burton program of constructing small hospitals in the rural areas. I have been trying to impress upon them the importance of making these real hospitals, not just hotels for sick people, that they should put in X-ray facilities, laboratory facilities, electrocardiographic facilities, and facilities for studying metabolism of a patient. If they are put in there, these young doctors themselves, even if they are not supplied with the technician, will use those facilities because they want to practice medicine like they were taught to practice it, and like they know that it should be practiced. I think that is the best way to take care of that problem.

Again, it will require time. Now, the cooperation of the County Farm Bureaus with the County Medical Society in getting young men to come back to these areas, and getting the facilities for them, is important.

The Illinois Medical Society has studied the distribution of physicians in the state of Illinois, and they have sent out what is called "Medical Needy Areas," and we are cooperating with the Farm Bureau and with the State Medical Society to accept persons from those areas who have less than the competitive grade average, to get into medical school.

In other words, showing them some preference if they come from this area, and if they agree with the people in that area to go back and practice there for five years.

Whether or not that plan will work, I do not know. We are not trying to associate it with any sort of coercion. As a matter of fact, at the coming meeting of the State Medical Society a group of us are inviting all of the internes and residents in the city of Chicago to attend a meeting, and we are going to have speakers there who will tell them about practice in small towns, and telling

them, giving them the actual, realistic facts, and in that way trying to point out why they should practice in the smaller towns.

In other words, we are doing what I think should be done at the high school level by the local doctors and the farm people in that area. We have got to sell them a mission, a career. We have to sell them the idea of service in this community.

MR. KALLGREN: Doctor, you say that a young man should have a diversified college education, to study medicine, that it is better with considerable diversity of Liberal Arts. I think we all agree with that, except the teachers of science. They are not satisfied to have a pre-medical student just meet the minimum science requirements.

I know, and I think others do, men who say that in order to get into medical school you ought to have a lot of biology, not only because your chances of admission are better, but you do better after you get in. They even say that the medical deans will publicly state this is necessary, but actually they encourage it.

Will you say just a word on that? Are the minimum requirements sufficient?

DR. IVY: In my introductory remarks, the first point I made, I tried to take care of that. The pre-med requirements, as now adopted and printed in the Medical School catalogs, are really the minimum for a successful career in medical school. They have to have a certain amount of zoology, and they have to have some physics, and they have to have considerable chemistry.

Now, in giving them a more diversified education, I suggest that we add, or try to persuade these students to stay in college another year, and take four years of college work so that they will have the basic essentials for the continuation of the study of medicine and will have courses in other subjects than science subjects.

MR. KALLGREN: My question, sir, really is, is there any advantage to having more than the minimum requirements in those fields? The science teachers say that there is.

DR. IVY: It is advantageous, but in my opinion it is more advantageous to have had some courses in history and ethics, economics and sociology, after you have those minimum requirements.

CHAIRMAN KNAPP: Sir, could you answer categorically that the deans of medical schools generally do not say one thing and act on another basis? I think Dean Kallgren's question implied that too, that in subscribing to the generality of the desired education—

MR. KALLGREN: I mean, no preference is given to the boy with a surplus in chemistry and biology, for instance?

DR. IVY: No, no preference is given. As a matter of fact, the implication of what he said is closer to the truth, because in the

case of close competition they will average the grades in science as separate from the grades that the student has made in some of his other courses, because the average grade in science is of greater predictive value, being able to carry the medical course well, than the average of the grades in sociology and ethics and psychology, and so on. So the implication of your question, Mr. Knapp, is true, and you can see it is a natural tendency for that to be true.

Yet, as I said, in as far as my own boys are concerned, I tried to practice what I preach.

MR. THEODORE BIDDLE (Dean of Men, University of Pittsburgh): You have pointed out that there exists today a deficiency in physicians. You have also pointed out that there are many very qualified applicants seeking admission. One of the best means of meeting that deficiency has been the accelerated program. I find it hard to understand and explain to students why the accelerated program was discontinued in your field.

DR. IVY: Well, that is a very pointed question. (Laughter)

In my opinion we should have an accelerated program the last two years in medicine. But I wish you could sell it to the medical school faculties. That is where the stumbling block is. The medical school faculties want this summer vacation. Then, of course, we would have to have an increase in the budget, the operating program, and you know what has happened. Where are we going to get the operating budget to operate an accelerated program? There, again, people do a lot of talking and no acting.

So far as I am concerned, I believe that there should be an accelerated program, at least so far as the last two years are concerned, and I am willing to adopt all four years.

I might say that so far as I know, Dr. Young and I are the only people in the country who have collected evidence on the performance of students under a nine-months program versus an eleven-months program. We demonstrated to some extent that the staleness, in the ordinary sense, developed in the students on the basis of the accelerated program.

This question also has concerned the educators in the field of engineering.

Now that is the only practical point which the faculty in medical schools can rely on in so far as an objection against the accelerated program is concerned, that the students get stale, and the faculty gets stale. But if we had the extra money we could take care of the matter of the development of staleness on the part of the faculty, by getting some more staff.

So far as the students are concerned, I know that there is a certain group of students who do not get stale. I took all of my medicine, as a matter of fact, all of my college work on an ac-

celerated basis, but I don't look upon myself as representing normality in that regard.

MR. JAMES E. FOY (Assistant Dean of Students, University of Alabama): I would like to ask Dr. Ivy if I might: Our serious personality problems seem to come from people who are frustrated. They have prepared themselves up to a point and find that they are unable to continue their education. I would like to also ask the question if we could not use those people having completed two years, in our backwoods areas? I would like to raise the question if we have not educated and prepared our doctors with a degree of performance that precludes their going into the backwoods areas, inasmuch as they have to go into the larger cities to get facilities?

In other words, I am asking if we have not created, if the AMA has not created a scarcity economy by limiting the medical students to four years and thereby, by the same process, meant that those people could not go to a backward area?

DR. IVY: I am absolutely against decreasing the quality of medical education. I am for implementing a more speedy development of the Hill-Burton program; that is, bringing the best quality of medical care to the backwoods areas.

I have lived in northeast Georgia, and I know the situation there. My brother is a superintendent of schools in Meridian, Mississippi, and I know the problems of Mississippi and some of the southern areas, but I stand foursquare on the proposition that we should not decrease the level of medical education, but that we should implement a program that will get the best medical service to the poor and underprivileged people of our country.

MR. LLOYD: I am sure these last two comments of Dr. Ivy have helped us to see that there is a problem here that is not entirely one on which medical people can come to full agreement. We are, of course, very satisfied to realize that there is a class of people who cannot completely agree in society.

But there is a phase of this problem which I think should come before us, and it is the phase of what I like to call "simple statistics." I think we can all appreciate the position of the medical men, that we do not want an oversupply of medical doctors. I think there is no one here who would disagree with that very fundamental position. We would agree that we do not care for a lowered standard of medical training. I feel that we may agree that we would like to retain individual selection of doctors for each patient.

But when we come to comparing the figure of 5,000 in contrast to a population of 150 million people, as educational administrators, we just do not always have much faith in that kind of statistics. We have a definite feeling, and I do not speak, of course, for the Association here, but as an individual in it, the communities in our area and in many others, are losing faith in the idea that 5,000

additional doctors in a population of 150 million will in any sense answer the problem of long lines that are now waiting in medical offices.

We feel that when we are talking in terms of statistics that it is a matter of interpretation which needs to be re-done by people not only of the medical profession, but those also very much versed in social statistics of the nation.

I wonder if there is anything, Dr. Ivy, that you would have to suggest further on this problem or reinterpretations, or misinterpretations that some of us may have on this 5,000 figure?

DR. IVY: I should not take issue with anything that the gentleman has said, with the exception that someone ought to do something for the medical school in your own state in Utah.

You started a four-year medical school there, and what you have there is excellent, tops. I know as the Executive Director of the National Advisory Cancer Council, we have been giving them research grants there, in order to keep the good men that you have in that medical school happy and satisfied. Now, what we should have, as far as that medical school is concerned, is more money to increase their laboratory and clinical facilities, so they can increase the enrollment of their medical school.

I wouldn't set it at 5,000. That is a minimum which I have estimated on the basis of statistics. It may be 10,000 that will be necessary. But my point is that we must proceed slowly, and in a realistic way, and the first thing to do is to find some way to get some more money to increase the facilities of our own medical school out there in Salt Lake City so they can take some more applicants in.

CHAIRMAN KNAPP: We have time for about one long question or two short ones.

MR. CONGDON: Is there any opportunity in the direction of building up more trained medical technicians who can relieve the time of the doctors, and so conserve their energies and their time so that they can spread their own services farther? If so, where could such technicians be trained? Could they be trained on the four-year college level?

DR. IVY: That is being done, and that is one of the reasons why the profession is concerned about getting more nurses into the hospital schools of nursing and why we are interested also from an educational standpoint, of making the educational program of the nurse more attractive.

There, again, we can look at the problem from the viewpoint of the Golden Rule. If I had a daughter who wanted to take up a career in life of nursing, I would want her to have at least two years of general college education, with some emphasis in the field

of chemistry and biology, before she started her professional training in nursing.

MR. CONGDON: I am thinking of all those men and women who can't get into medical colleges. Is there another level of technical skill, perhaps beyond that of the nurse, of an individual who could be used in the physician's office to relieve him of routines?

DR. IVY: Well, we have what we call the X-ray technicians, physical therapy technicians, laboratory technicians. The difficulty is that the income level of that particular group does not appeal to these applicants in medical school who have been rejected. The income level varies from around \$2,400 up to around \$4,000 a year, and that level simply does not appeal to them because they haven't had their eyes set upon that particular goal.

CHAIRMAN KNAPP: One more question?

MR. WILLIAM S. GUTHRIE (Jr. Dean, College of Arts and Science, Ohio State University): Why is it, Dr. Ivy, that in the 12-point plan of the AMA recently announced in the newspapers, there was no specific point about training more doctors? It was a plan for improving the health of the American people, but there apparently is no AMA proposal for increasing the number of doctors; and I only add on the accelerated program that it isn't necessary to run doctors the year around as teachers but merely to run facilities the year around, so that that part of it, as I see it, is a possible plan, but the AMA isn't proposing it.

DR. IVY: Deans, in my opinion, have not come forward with a plan of that sort, because of pressure from their medical faculties. That is essentially the question that was asked me before.

To me, it is an embarrassing question. Do something about it back in your own colleges and in your own areas. The idea, in my opinion, deserves promotion.

CHAIRMAN KNAPP: Doctor, we thank you very much, and I am sure we are all deeply appreciative of your remarks. (Applause) The Doctor wants a postscript.

DR. IVY: I was going to say that I might be considered a renegade so far as the position I take on the particular question, and I think what we must have is some pressure from educators such as you who have the problem in your hands, of advising, and trying to take care of these students.

I feel, for example, that I need help, in so far as my own stand is concerned. I should put in the accelerated program right away, if I were the dictator, so to speak, which I am not.

CHAIRMAN KNAPP: Gentlemen, Dr. Ivy left this book. He thought it would be interesting to call it to your attention. It is a new volume, "How to Become a Doctor," written by George R.

Moon, Examiner and Recorder of the University of Illinois, Colleges of Medicine, Dentistry and Pharmacy, published by the Blakiston Company, Philadelphia and Toronto. It is a guide to the study of medicine, dentistry, pharmacy, veterinary medicine, occupational therapy, chiropody and foot surgery, optometry, hospital administration, medical illustration and the sciences. It is apparently a guide to students who are contemplating professional study in these fields. The author is George R. Moon.

Dr. Ivy's point was that this would be a volume which many of your pre-medical or pre-scientific students generally would find of value.

Dean Guthrie has called to my attention that the College of Arts and Sciences of Ohio State have published a booklet, a pamphlet, "Applications to the Professional Schools and Colleges," which includes medicine, dentistry, veterinary medicine, pharmacy, optometry and so on, pointing out the requirements of the various professional schools throughout the country for the guidance of their students. He has brought fifty copies of this with him for free distribution to the members of the Association, and I think I am not going to be honor-bound to say if you don't get one of the fifty, you can write Ohio State for another.

Fred Turner has some announcements.

SECRETARY TURNER: Ted Baldwin's committee on cooperation with the American Institute of Architects has provided a splendid mimeographed study of a report from that committee on dormitory building, copies enough for everyone are out on the table, so be sure to pick one of those up.

CHAIRMAN KNAPP: It seems to me on any round-table discussion on any problem that confronts us, sooner or later somebody suggests that one of the solutions to our problem is more effective orientation of our students, and it is a very personal pleasure to me that we have on this program, a discussion of orientation plans and program.

Since the two gentlemen participating in this discussion are members of our Association, no extended introduction is necessary.

Dean Strong, Dean of Freshmen at the California Institute of Technology, is going to lead off, and he will be followed by Dean William Guthrie, who is from Ohio State, Junior Dean in the College of Arts and Science, and Director of the orientation program.

MR. FOSTER STRONG (Associate Dean, California Institute of Technology): Thank you, Mr. Chairman.

When Fred Turner tapped me to assist Bill Guthrie in this orientation talk, Bill and I had some correspondence, and he suggested that we split the general subject. One part should be, "What is the job to be done?" The other part, "Who is to do the job? and how?"

I am going to try to find common denominators that are gen-

erally applicable to all of you. Since I was trained as an engineer, teach physics and am a dean in an engineering school, my thinking naturally starts on any problem with an engineering approach. So in thinking about what is the job to be done, I look at it in an engineering way.

I look at the raw material and then try to project the finished product that you want to turn out. Then, with those two end points oriented, you plot your course between.

If that is valid, then let's start with the raw material that we receive from the high schools. I try to be objective. I don't think much of the raw material we get from high schools. They are sloppy thinkers. That is encouraged by the plethora of survey courses that are gradually taking place all over the country. I don't know many high schools where teachers who insist on high standards of performance are encouraged any more. That means that too many high school students have no acquaintance, when they come to college, with high standards.

The high schools now have scaled down their requirements so that no student of any mental capacity, of the type that we should be admitting to colleges, has to work very hard. They don't know what hard work is. They are never under any pressure to organize study time, or to plan out a job, so that a good hard complex job can be done.

Now, with this poor preparation, the high school student coming into college, brings with him also certain other problems that are due almost entirely to his age. These are problems that he must grow through and solve successfully and healthfully in the college if he is to develop as the college hopes he will.

One of these problems is that in his age, he is beginning to realize that he must find a place in society. There must be some group that he can look up to, that he feels proud of, and that he can belong to. He is beginning to be conscious of this group-belonging, and he doesn't know yet just what it is.

Some of you who are great on vocational tests may not like this. My own feeling is that too many high school students come to college confused rather than helped by the vocational guidance that has grown up in the last few years in the high school. It takes real understanding and some real study to interpret individually and personally vocational guidance tests. Too many teachers or counselors in the high schools that I have come in contact with, who are trying to be vocational guiders, are going so much by the "read it off a chart," "look it up in a tabulation" type of thinking that what they give the student is more confusing than anything else.

There is one other thing, and I mention it because it is a problem that the boy brings with him. I am going to use this phrase of Max Maclean's, professor of education at UCLA. He says that one of the big problems of boys of that age is the pressures, physical

and emotional, and gang also, that are on them at this time, to want to begin to experiment, to dip their toes gently in this unknown water of heterosexual relationship, or heterosexual internship, as Max Maclean calls it.

I first heard him use that in connection with a strenuous argument against coeducation. He thought it was altogether wrong that a boy should be subjected to the pressures of academic performance at the same time that he was trying to solve this problem.

Then there is one other thing that is all too often not recognized at all, and that is this:

At that age, the high school student still retains an idealism. One of the fundamental tensions, I think, existing within him at the time he arrives at college is that in looking around and projecting himself forward, picking up what he hears from here, there and everywhere, trying to use his imagination in what lies ahead, he is beginning to be worried. He may not recognize it, but he is beginning to be worried by the fact that from all the evidence that comes to him, the adult world he is moving into is a rather cynical and pragmatic world, and fundamentally, down underneath, he would like to hang on to his idealism a little longer and it begins to look to him as if that is not going to be possible.

I can make my specifications for the finished product very brief. We can all agree that the specifications for a finished product from college would be that the graduate be a competent, productive, co-operative, eager citizen.

I agree with Herb Wunderlich, that not only do we have to set up the definition and the specification for our goal for evaluation purposes, we have to set it up for planning purposes—where are we going?

The first, and the most important of these, so far as I am concerned, is competence. You solve half your problems that exist in the raw material, if you train a man to be competent. In the first place, you immediately do a big job of solving his necessity to belong, because when a man becomes competent, he then joins the fellowship of the competent, and he finds himself in a group in which mutual respect and self-respect are predominant characteristics. That does a great deal for him.

Being competent also has one other thing. If you yourself are competent, you know what process you have gone through to become competent, and you recognize competence in others. You give them their due also, and in that recognition of competence in others lies the seeds of cooperation, because you are perfectly willing to cooperate with people that you grant to be your equals.

Not many men who are competent and know it, develop into psychiatric cases. On the other hand, often psychiatric cases can be alleviated, or even cured, by helping them become competent in some worthwhile field.

Now, competence of course is not enough. It may be enough for

a man, an individual, temporarily, but it is sterile without productivity. That was my second specification.

A man must be not only made competent, but be made aware that he owes it to himself and to society to use that competence to produce beneficially, for society.

The other two specifications, those of cooperation and eagerness, I don't think need much discussion or definition. Obviously, in society as we have it today, cooperation is necessary at all points.

The eagerness also—the last specification—I think we all would grant. We want a man to be eager in what he does, in what he plans for the future. We don't want to turn out a product that says, "Here I am. I have arrived. I am finished. Let's package me and put me on the shelf." We want his eagerness to carry him on further from where we can take him.

All right, there is the raw material at the receiving dock, coming into the factory. Here's a nice, shiny colored billboard over here depicting what we hope our finished product will be. In between is the college. Let's see what the production lines, the flow lines, the forming processes in this inner section are like.

There is one main manufacturing line in this college factory. I was surprised I heard very little about that yesterday in the discussions. I think it is by far the most important thing in a college, so far as what a college is doing, so far as what the students think is concerned, and that is the faculty.

After all, the students came to school to come to the faculty. They didn't come to school to come to the deans or advisers. What they came for, they are going to get from the faculty. The faculty are directly concerned and connected, in day by day contact with the student's fundamental purpose.

I can imagine, very easily, colleges without deans. I can't imagine a college without a faculty.

Now, to back up my point slightly, who do grads, alumni, coming back to school look up? For one who comes in to see you and say hello to you and tell you how he is getting along, fifty go back to their old professors and visit them and talk about things. That is why I want to get the faculty. Here is the most important thing for the students, the most important contact for the students.

All right, you will grant that on teaching undoubtedly. How about counseling? I still think the faculty are the most important. We will do counseling in our offices. We may have counseling procedures. Thank God we don't at Cal Tech. (Laughter) But the real influence, by far the major decisions of the students are made as a result of what they got from the faculty.

For one time when a counselor will do a good job of helping the student make a vocational choice, twenty students are affected by some such episode as this that occurs every day just informally and casually in every classroom.

Take a course in electrical engineering, circuit analysis. The professor walks in and looks over this large class. "Hm. Where did you all come from? Gentlemen, there are too many of you. The latest report from the ASEE that I have just been reading shows that by July of 1949, electrical engineers are going to be a dime a dozen. For your own good I am going to flunk out 50 per cent of you." Now, that sort of thing goes on, and that has more effect in vocational counseling than anything you do. (Laughter)

Now, let's look back at the specifications for the finished product. The first two that I mentioned were competence and productivity. Who has the influence to decide whether a student is going to be developed competently and encouraged to be productive? It is only by the faculty, and if they do their job well then those specifications will begin to be met.

Now, is there anything in this that I have been saying where the deans have any part at all? Yes, one, and that is in their contact with students and meeting students who come in and complain, in their programming, when students ask advice about registration, the deans can do a lot to uphold the men on the firing line who are doing the real job, by obviously giving respect, and encouraging the students to register for the professors who are known to give hard courses that develop competent, productive men, and you advise the students away from the "pipe" courses, instead of just letting them slide through, as is too often done.

Now the question of whether deans should be teachers on the faculty or not. I have just been discussing the faculty. I have a very strong and strenuous conviction that anybody in contact with students as a dean or an adviser, should teach. Only when you have taught for a while and have tried to develop that sensitivity, that response, that emanation in the air, that places you in rapport with your students, until you have taught a while, thought about your class, worried about it, stayed awake nights about it, to develop that sensitivity, that response, that oneness with your students in the teaching situation, not until then are you equipped to have a personal rapport with your students in the counseling situation.

The next most important formation line after the faculty, are the other students. An enormous amount of informal, sometimes, misinformed counseling goes on by students. The new students are certainly strongly affected by the mores, the attitudes, the traditions they find already existing with the students, and they try very quickly to fall in line. So the students that you have now are the important aspect of your counseling, your orientation, your adjustment procedure for the new ones coming next.

Therefore it means that you must do all you can to see that your students now are building up an attitude that you would like to see passed on to the new students.

In that connection, I would like to refer back to the statement that I made earlier, that I think the students come in with this beginning, developing tension, that they⁹ are going to have to give up their idealism. You can solve that tension tremendously, and do an enormous amount of good, if the incoming student finds when he arrives there that the students who are already there have a strong honor tradition.

I know that is a prudent point. A lot of you don't think it will work. I say every means possible should be used to set up an honor system. What it does for these young men is beyond description. When they can come into an honor system and find that they can keep their idealism and the respect of their fellow students at the same time, you have salvaged something that you can't reach in any other way.

Now, lastly, I come to the less important flow line, in this factory, and that is the deans and the administration. But for what good they do, it must be done, to my mind, in the less formal, less organized, less codified, less tabulated, most informal, personal, direct, casual way possible.

What are deans dealing with? They are dealing with something that is undefinable, a human personality, that to that personality is unique, and is very interesting and very precious, and we should preserve it that way, in his own mind, as well as ours.

The one requirement to my mind, then, is that whatever situation you have, however you do your job, it should be done on the most informal, personal, direct basis possible.

I would like to go on record strenuously again in complete agreement with Dean Neidlinger, who said that authority and counseling should go together. I would not permit myself to be placed in any such situation where I was either a mouthpiece for a committee standing behind me, or where I passed the buck to them, and refused to take responsibility myself.

I think something precious in the respect that the student may regard me with is lost if I can't stand on my own two feet and be counted in front of that student.

I would like to recommend that all of you who are at all interested in this question of authority, and where it lies, who should have it, and so forth, I wish you would read Chester Barnard's book "Functions of the Executive," and read what he says about the real versus the apparent authority.

The point that I would like to make, and the point that he makes very clearly and beautifully, is that any real authority lies at the bottom. You have no authority. The authority lies with the student, in that if you have established through your counseling, which comes first I will agree, this rapport, this close relationship with the students, if you have established with him an acceptance of at least your fairness, your objectivity, then when you have to bring on something, it is not an arbitrary imposition. I didn't get

the word that was used yesterday, but, instead, it is an inevitable and justifiable and acceptable consequence.

One other thing that I would like to say about deans before I close our subject. I don't believe deans should be trained. That is another thing that was argued about yesterday. (Laughter)

What happens? This relationship is a one-to-one personal, close meeting between you and the student. What happens when you are trained? Try as hard as you can to be close, what happens when a problem begins to develop? The student passes from an individual with the, to him, unique situation, in your mind he passes into a category and you immediately begin to formulate your answers and see how it fits in the tables and on the charts, and you are not doing the job that should be done. Once you know these mechanics of the things, you stop thinking directly, humanly, personally.

Now, my topic was, what is the job to be done in orientation?

I have talked nearly half an hour and haven't mentioned the word "orientation" once yet. What I have been giving you, however, is orientation that we give our students. This is exactly the way I think it should be done. Students, after all, I think are more capable of taking the facts of life than some people give them credit for. I don't know of any better way of placing a student in context with the situation he has to work with, in inspiring him to go along with that situation and come out, than to lay all the cards on the table and say, "Brother, here is where you are now, here is where you are going, here is what we are going to do to get you there," and make him like it. I think he will if you are honest.

Now, you have to be honest about it, in describing this process that you are going to put him through.

We are careful in our orientation program at Cal Tech, to stay strictly with the facts of life that are going to exist for those students in the next four years, and we make it just about as general as I have given you now. Details fuss up the thing. We don't spend much time talking about details. Besides, a specific answer to a detail on this point may answer for ten per cent of the students. It is completely unnecessary and inapplicable to the other 90 per cent. Let them find out their detailed answers themselves later—handbooks, other students, anybody they want to ask.

• But the orientation program that seems to me the most important, and the only successful one, is one that gives the student a road map of where he is now, and where he is going, and gives it to him in a way that gives him the true road conditions as he travels, and also makes the terminus of the journey attractive enough that he is willing to bounce over the road when it gets rutty, because he knows it is going to be where he wants to go.

MR. WILLIAM S. GUTHRIE (Jr. Dean, College of Arts and Sciences, and Director of Orientation Programs, Ohio State Uni-

versity): I am the speaker you have been waiting for—the last one. (Laughter)

It has been a source of great pride to me to have had a part of my training in Dean Joe Park's office. It is a mark of distinction even though I have "switched" to the Arts College. I learned the importance of giving friendly service to students from Dean Joe Park and I remember an occasion which illustrates it. Two of us, as assistants, thought we would like to drop our Notary Public commissions to miss the notarizing of student absentee ballots, NYA application forms and other things characteristics of the mid-1930's. We remarked about it to Joe, who without an extra arch of his eyebrows advised us to make our own choice but added that if we should drop our Notary commissions he would like to undertake it himself in our places. We kept ours. (Laughter)

Because it is our 75th anniversary year, I had occasion recently to trace the origin of freshman week at Ohio State. We are now planning for our 23rd annual performance next fall. We started in 1927, one year ahead, I think, of the University of Michigan which I am often reminded, has occasionally excelled us in athletic contests—but we beat them at Freshman Week. Last week I read over my own copy of the 1928 Freshman Week program. It said that 70 or 80 other colleges and universities were conducting similar programs at that time.

The 1928 program started with a message from the University President. From it stems the first cardinal principle in answer to the question—Freshman Week—whose job is it? For the President and the President's office must first of all be responsible for the University's Orientation Program. The President's initiation steps, his active participation, financial support and his blessing are basic essentials. In 1926 Ohio State had 9,000 students and President George W. Rightmire started his new administration with a pledge to "personalize" the growing institution. He set forth to solve what he called "the most pressing problem of the University—the problem of Freshmen."

As a popular law professor, he had placed great emphasis on dealing with each student as an individual. By working at it, he developed an unusual memory for names, places, and individual situations.

In President Rightmire's first year, he created the office of Student Counselor and appointed your good friend Joe Park to the job. A year later he changed the counselor to Dean of Men. He created the Junior Dean's job in the five large undergraduate colleges of the University at the same time, and established the first Freshman Week. The first Freshman Camp followed a year later in 1928, under University-YMCA auspices, largely a copy of the University of Illinois camp which was one of the pioneers.

Said the President, "The Freshman needs a friend. He ought to find a cordial welcome on the campus from teachers and older students and he should get that 'at home' feeling at once."

Today the presidents in institutions everywhere, to some degree, or to the fullest extent, do their part in orientation programs.

The president may write a welcome letter to new students and to their parents. Letters in the hundreds or thousands can be prepared which still retain the appearance of personal letters, when done by electric typewriter with ink signatures.

He may also write a statement for the printed program. He most certainly speaks at the main convocation in Orientation Week, extending the University Welcome, with other appropriate remarks which are probably so familiar to you that you could make the president's speech for him—and I am enough of an "insider" here to know that some of the good speeches which presidents make to entering Freshmen are ghost-written by deans of men in the beginning.

He may entertain new students at a reception in his offices or at his residence. His example of participation is some inspiration to faculty members and others who are called on to participate also.

Less subtly he may appoint in his own name, on recommendation from the Orientation Committee, the faculty and student leaders who take part in Freshman Week, because a letter from the president may seem more impressive than an invitation to serve, which comes from the hard-working committee.

Most important, his office has provided the budget which is essential to running an adequate program for the orientation job. A large number of clerks, test proctors, administrative workers, student assistants, doctors for physical examinations, and funds for test scoring, may be needed. Attractive literature, printed forms and programs, must be paid for.

Most president's offices want the job done well and will authorize reasonable expenditures to do an adequate program. Some of us don't ask for enough money to do the job as well as it could be done. If you want to make comparisons of expenditures, see how much in your institution is spent to cultivate alumni, when it is often too late to accomplish much, as contrasted with the expenditure for orientation and cultivation of loyalty in the entering classes.

Harold Schellenger, public relations expert, observed to a meeting of orientation week directors in Columbus last December, "Public relations between the university and the alumni are usually the most emphasized, and those with the students the most neglected." Quoting him further, "Freshmen constitute an important subdivision of the student public worthy of special attention, because it is in the freshman class that we start making our alumni. A little more attention to the beginners might eliminate much of the effort now expended on making 'Christians' out of our graduates after they have left the campus."

Almost all of the administrative and personnel officers have some special jobs to do. Incidentally, almost anyone of them might be called on to do the directing or coordinating job for Orientation

Week. The job is done by registrars, admissions men, deans of men, student personnel directors, faculty men, directors of testing bureaus, academic deans, and all varieties of juniors and assistants. But under any director, these officers and many others have parts to play.

It is a good principle in organization of the Orientation Week job to set up as little special machinery as possible. The Registrar's office can furnish your mailing list of new students, so why hire extra clerks under a temporary office director to do it? If you have a mailing room, let them get out all your mailings. It is a mistake to set up a temporary organization to do a job which your university offices can do for you. Let the Public Relations office handle your publicity and information services.

I won't attempt to suggest special functions, except for two officers as illustrations: The public relations director and the dean of men.

The university's publicity department can set up a schedule of news releases to cover the papers in the geographical area from which you draw most of your students. If students have constant reminders of Freshman Week ahead, you can increase the percentage of attendance—and help solve the serious absentee problem. The director can help edit your printed materials to improve appearance and readability, suggest type changes, and add pictures, either color or black and white.

Our public relations office maintains seven extra information centers for us, one in a striped tent at the entry to the campus and equipped with telephones, to help give Freshmen a right start. Too many times, the campus information center is buried in the middle hall of "old main."

The public relations office arranges for photos to be taken of Orientation Week activities, sends them to newspapers and keeps them for use in next year's printed program.

Fortunately these men are cooperative and use good judgment in their promotion methods. A recent magazine article facetiously referred to what could happen if university public relations men advertised universities to prospective students by singing commercials and slogans. They are worth repeating here. Take, for example,

"With men who know their pigskin best,
It's Notre Dame 63-0," (Laughter)

or, "Michigan gives you all the facts in two semesters.
No other University can make this statement." (Laughter)

or, "Football, Frats, teas and dances
All are yours at the U. of Kansas." (Laughter)

or, The announcer says, "Now men, be smart, switch to Pittsburgh this semester. Remember you can't beat Pitt's tuition fees. Arts, Science, and Commerce degrees for as little as \$399.95 (prices slightly higher for students from west of

the Mississippi River). Write your friendly Pittsburgh Registrar today."

The dean of men is in the middle of things in Orientation Week. If he doesn't direct it in his office or serve on the committee, he has to organize the meetings when student organizations are presented to new students. Or he takes some part in the President's Convocation, does some introducing or is introduced to the new students. Or he holds a convocation of his own for men students. He is speaking too at Freshman Camp, appearing at the Freshman Mixer, or helping with the reception at the President's home. But it is an important time for impressions to be made, and the deans of men, deans of students and their offices ought to be in prominent spots in the program.

Many times, the importance of the point of contact with the dean's office during Orientation Week is missed. For every good impression the dean makes publicly, there are dozens or hundreds of impressions made in quick "question and answer" or registration situations in his office, where a new student and one of his clerks are involved. I'd like to quote Mr. Schellenger again: "Important to any good public relations program is what is known in the 'trade' as the point of contact relationship. This means a recognition of the fact that what happens in as little as 30 seconds between a student and an office clerk may determine an attitude of a lifetime." If the college, or specifically here, the dean's office is concerned about its reputation and its future, it will make sure that every such contact is a pleasant one. We forget sometimes that it is even possible to say "no" with a smile.

The same comments can relate to the handling of new students' inquiries by mail and by telephone. The training program for our office help, to do their work in an efficient and friendly manner, is often neglected. The dean has part of that job to do.

Many of the testing and meeting projects of Orientation Week are run entirely by faculty people. The faculty leader's job is often recognized as complete after he meets his section of 20 to 30 students in Orientation Week, and conducts individual conferences as requested on general induction and registration problems. Some few faculty leaders rise above the minimum essentials and will arrange for a social time, an evening with the students, with refreshments at the faculty home. Some schools, however, carry over the same faculty counselors throughout the Freshman year as program advisers.

The carry-over of Orientation Week into the first semester, or first quarter Orientation Course, is frequently provided. Where class lectures and discussion are provided in required Orientation Courses, some program features formerly carried in Orientation Week, can be appropriately shifted to a time when lecture topics such as, "Use of the Library," "Improvement of Study Habits," and "Choosing a Vocation," have more meaning because actual classwork has started.

Faculty people who teach these required orientation courses are especially picked for this teaching assignment. So also are the faculty leaders for the week's program. For example, the chairman of departments of instruction may be asked to nominate a specified number of the senior members of their teaching staff. These in turn may be reviewed by the Central Committee and the Freshman Week Director, and a final group picked who are then made Freshman Week Advisers by the President's Appointment letters.

In our particular situation the Faculty Council has established by rule that 60 per cent of the senior staff in each department will be available a week early each September for Orientation Week assignments. In practice, the departments frequently use a rotation of duty, but many men serve every year as volunteers.

In any case, the success of the faculty's part in the program depends not only on selection but on an adequate training program to prepare them for their duties. Printed materials sent by mail, a meeting of all faculty leaders to discuss their responsibilities, and separate meetings conducted by colleges within the university, have been used for in-service training.

If faculty leaders are furnished results of the tests taken in Orientation Week, there must be extensive preparation of the faculty for making proper interpretation of test scores. One of the best instruction manuals I've seen is used by Antioch College, Yellow Springs, Ohio.

A golden opportunity often missed is the first 15 minutes of the first class period on the first day of school, when each teacher has a chance to say something which will immediately make the new students welcome, and proud of their association with the institution they have chosen to attend.

We miss a major point if we don't make the Orientation Week job one in which upper class students take part. Some colleges appoint and train student leaders or guides for groups of 20 to 30 new students. Some provide both student and faculty leaders for such groups. Generally sessions are provided where student activities are explained by upper classmen in campus leadership jobs.

Upper class students should have places on the Orientation Week Committee and help at policy making levels, too. They work as paid and volunteer assistants with most of the testing projects, convocations and meetings. They serve in information booths, organize a weekend social program through the Student Union, YM-YWCA and student churches. They assist with Sunday services. Student leaders share the platform with the president in his convocation. When the separate colleges have meetings the separate student council presidents share platforms with their deans.

But there is probably a limit to the extent to which the responsibilities for Freshman Week are put into student organization hands. On your campus you don't confuse the "full student participation" principle to the extreme of letting students teach their own classes.

Neither will you reach the full values in Orientation Week programs if they are handled entirely by student organizations as extra-curricular activities. There is a desirable balance with student participation as junior partners in the community enterprise, and the faculty and administrative and personnel officers as senior partners.

A major part of the job of making new students feel at home is accomplished in the dormitories, the student unions, the fraternities and sororities. Fortunately campus building programs have provided these facilities and more new unions and dormitories are still on the way. Student Union dinners in Freshman Week are fellowship and school loyalty occasions which can't be matched in other ways.

Many people honestly feel that fraternities and sororities are doing a better welcoming job with new students than can be done by the university welcome programs. The organized residence groups can be a powerful influence to assist with quick adjustments to new surroundings in college. Some of you have found ways to work with student leaders in the dormitories and in the fraternities to capitalize on this opportunity.

Whose job is it? It is the director's job and his committee's job, too. A director is a university administrative or personnel officer, or faculty member who carries the extra activity as a special university assignment. In most instances it is important enough that it should carry extra compensation.

The director doesn't do all the work, but he must be familiar with all the operations and know who does the work and how it is done. He leans on all the resources of people, and services in the university because he is a coordinator of their efforts in getting the job done. It isn't of particular concern to him whether these other participants are working in line of authority under his supervision, or whether it is just a cooperative job they do together. His committee is his source of advice, a sounding board for ideas and a protection in any event for himself and the program.

The committee ought to include faculty and student members, and representatives of the administrative staff and personnel people. The committee can help the director in a continual evaluation of projects in the program, set policies, and change features of the program from year to year.

The director job probably isn't finished with the planning and carrying out of the Week's program. He has a vantage point from which to see the Orientation job broadly. He will find ways to assist in the cooperative work of related programs. Hence he may be responsible for, or work cooperatively with, separate committees for High School Day programs for seniors who visit the campus in anticipation of enrollment, or for summer pre-college testing programs, such as those carried on throughout the summer at the University of Minnesota. Freshman Camps may come under his influence, and on our campus there are plans for three camps this year on the weekend before Orientation Week starts. One, the

university camp operated by YM and YWCA, will reach potential student leaders. The two others will be run by church foundations primarily for students of their denomination only.

The orientation of foreign students should concern the director too. A special day for them ahead of Orientation Week, and special arrangements for advisers may suffice to prepare them for their part in the regular Orientation program.

Fortunately, many colleges and universities have now recognized the importance of an induction program for new faculty people, with orientation programs at the university level, at the college level, and within the instructional department where the new person will teach. Some of the materials prepared for new students are appropriate to send to new faculty people and invitations to attend the President's Convocation for new students, in special seats provided, would not go unaccepted, if sent to new members of the teaching staff who may be willing and anxious to build a loyalty to the institution where they now have chosen to teach.

Finally, the director may find that he can render a special service in his coordination job by reviewing, piece by piece, and date by date, the separate items sent by mail to each new student, from various sources.

If your color photo covered sorority booklet, the student union handbook, and Freshman Camp invitation arrive at the student's home in the same week, along with an "institutional style" printed Freshman Week program, the director must concern himself about it. He must improve his printed program format to win in competition with the sorority booklet. He can also call a conference of persons in various offices which send mailings to new students to reach an agreement about mailing dates.

I want to conclude with some general observations. I'm too new at this, with three years experience, to pose as an expert, but I found the equivalent of ten years experience in September, 1946, when Ohio State admitted 9,000 new students in one fell swoop, in attempting—and successfully so—to fulfill its obligation to every Ohio resident who applied for admission.

I've learned that it is a job that is an essential one on most campuses whether it is called Induction Work, Freshman Week, Orientation Week, Freshman Days, or just "orientation" as one student put it. I know that some schools have no organized freshman week period. It may be easier to pass it by because so many people must work at the job to get it done. But students and faculty alike profit by the head start the orientation period provides.

I remember too that orientation isn't just a week's job, but an adjustment period which may carry over a long period of time for some students.

How long does it take to help a student feel at home? It will be a shorter time if you run a complete, efficient, friendly orientation

program, and it is everybody's job—the president's, the deans', the faculty's, the students' job to get it done. (Applause)

CHAIRMAN: Thank you, gentlemen. We have about five or six minutes for questions.

MR. ROBERT H. SHAFFER (Assistant Dean of Students, Indiana University): As one of the individuals that engage in the avocation of training of counselors, I have to arise and say that we cannot train for them. If we injected the type of training that has been given in the past that is one thing. But as a group of professional people, or even for artists, I am not caring about that term, I don't think we should have the public at large, and particularly our bosses informed that this body meeting in serious session says there is no training required for the jobs we do.

Now, being a management instructor in a school of business, which is akin to engineering, if you have a problem—and we have discussed the problem now of orientation—you analyze the problem, define it, set a goal, find out where you are, set up a program to get there. If they be counselors, we should all be professors of physics, or professors of management or something else, then that is a type of training. Or, if the only training required is dealing with people, go out and sell Hoover sweepers on the street or something like that.

But I really am seriously worried about the general acceptance of the group that there is no type of training, that it is hopeless to try to train for this field, and that anyone by inference, anyone engaged in training is a charlatan. (Applause)

MR. ARNO NOWOTNY (Dean of Student Life, University of Texas): I would like to have the Chair rule that we confine our questions to orientation.

I would like to ask Bill, who has done a wonderful job at Ohio State, about his film. You talk about visual aids. Do you think a film made under intelligent direction of your public relations department could be useful in orientation programs?

MR. GUTHRIE: A film is a very useful thing to tell the story of your university. Our problem with film has been that when you prepare a good film and you use it one year, and it is an expensive operation, and you may use it a second year, and then you need a new film. But we still like our films and there is one in the making now which will serve not only our particular purpose in orientation, but which will be used in general university promotion.

One other thing that we have used is slides which tell the story of the university's history. You can't dig up a film that was used in 1900, but can dig up a slide which tells a story of the past history of the campus and build a little tradition and loyalty in it.

CHAIRMAN KNAPP: I shall accede to Dean Nowotny's suggestion and will rule out any questions except those dealing with orientation.

MR. RALPH E. DUNFORD (Dean of Students, University of Tennessee): How do you get the cooperation of the students to assure that the entire program of the students is not presented from a biased standpoint?

MR. GUTHRIE: I would like to turn that over to Dean Joe Park.

MR. PARK: We ask certain student leaders to take areas. In others words, the student government head does not talk only on student government. About three or four students take the entire area of student extra-curricular activities, so that the boy is not talking only about his own pet activity, but he is supposed, and usually does, make an effort to present as attractively as he can activities in other fields than his own.

MR. MacMINN: I would like to ask: has consideration been given in the orientation program to having, perhaps, compulsory classes throughout the semester or throughout the year, and if so, with what success and what are some of the pros and cons concerning that?

MR. GUTHRIE: We have done, I think, not a unique job. I think other campuses do the same thing. But we have split our orientation job between the Week's program and the required orientation course, which is taught in separate undergraduate colleges in the first quarter of registration.

So, as I compared our original freshman week programs in 1927 and 1928, I found a lot of topics that were included there which now have been shifted, since the colleges have a required orientation course, a lecture once a week, and that material then has been shifted over into the required courses.

I would go further. I don't see how you can do a good orientation job in a week, or the few days that are provided, and I know on our campus that we can tell the difference between a transfer student and a new freshman student in later quarters in the college, by the fact that the transfer students have missed the instruction in the orientation courses. They aren't required, and so our most poorly informed students at the junior level, or senior year level, are the ones who have not had the orientation course, which is the follow-up on the orientation week itself.

So I think both are essential on our campus, and I don't think the faculty or the students would be willing to depart from either one.

MR. SPATHELF: It seems to me that as we listen to this discussion, if we want to point out extremes, we run at two extremes, one trying to accomplish all the purposes of higher education in the orientation program, somehow or other in the first two or three days, and the other to do the public relations work of the university and alumni work all of a sudden in two or three days with a bunch of students.

It seems to me if we are going to do the job that we ought to be doing in trying to realize this orientation program, the purposes that we have in mind, and further in trying to meet the needs of students, that we have to get at it over an extended period of time. We have done it at our institution over the period of the first year, trying from time to time to summarize the interests, needs and problems of the students and so direct the orientation work that it gets at that, constantly using appraisal on it. And further, trying to develop orientation programs at critical points within the students' career as he is transferring to a senior college or to a professional school.

I can't see how it can be done in any other way effectively.

MR. BISCHOF: We ran into trouble, it got so big we didn't have any place for all the freshmen to meet for such a program after orientation week. It just wasn't practical. Space was needed and so on.

We developed the mailing technique, whereby we mail about every two or three weeks, a note or some explanation to let them know we are thinking of them, we know they are there, and sort of try to do our orientation by mail and it is worked out very well. Students come in and say, "I was sure glad to get a letter from you."

CHAIRMAN KNAPP: Are there any announcements?

PRESIDENT NEWMAN: This afternoon after our session, we will have a report of Committee No. 5 on the back of your program, Committee to restate the aims of the Association. I wanted you to have notice at this time that the report would be submitted this afternoon.

SECRETARY TURNER: Blair, I think we ought to introduce Dr. Brown and Judge Myers.

CHAIRMAN KNAPP: Dr. Brown, will you stand up, even though you will be introduced later? (Applause as he arose)

Judge Myers, I think, is sitting back of Joe Bursley. We are glad to see you, Judge. (Applause)

LUNCHEON SESSION

Friday Afternoon, April 15, 1949

The Meeting reconvened at one-twenty o'clock, Dean Merrill E. Jarchow, Carleton College, member of the Executive Committee, presiding.

CHAIRMAN JARCHOW: Gentlemen: Dean Newman, in keeping with his habit of making the Executive Committee work hard, has asked me to present one of our revered members, who in turn is going to present the speaker of the luncheon. It seems to me like quite a bit of to-do.

It would be presumptuous for me to introduce the person I am supposed to present because Joe Bursley is one of the old-timers in this organization. Those of you who are attending for the first time may not know that he was Dean at Michigan from 1921 to 1947. He is the former President of this organization, and is a "NABOB."

Also, Joe Bursley, for some seven or eight years, was educational adviser to the National Inter-Fraternity Council.

I am delighted to present Joe Bursley, Dean Emeritus, University of Michigan, who will introduce our speaker this noon. (Applause)

DEAN JOSEPH A. BURSLEY: The speaker today is a man whom I have known for a number of years, and I am sure that those of you who know him would feel as I do—that he is a real friend. He has been, for a number of years, a perennial officer of Kappa Alpha Southern, and now he is the National Vice-President of that organization. He is also judge of the Municipal Court in Washington, D. C. He has lived in Washington all his life.

He is Chairman of the National Inter-Fraternity Conference, and his subject today, he tells me, is "Topics of the Day." That gives him a wide leeway. He can say anything he wants to, and talk as long as he wants to, and stop when he gets ready; Judge Frank Myers. (Applause)

JUDGE FRANK H. MYERS: Mr. President, Officers of the Executive Committee, and my very good friend, Joe Bursley, and Gentlemen: I deliberated a long time before I finally decided at least I could say also "my friends," because I must confess to you that as I have said to some deans before, that there is only one group of people in the world who give me a feeling of inferiority, and that is a group of college deans. Psychologists will tell you that that goes back to something that happened in your childhood. (Laughter) But I am perfectly capable of speaking without any feeling of emotional instability to judges and lawyers and politicians; but when it comes to a group of college deans, I always have a feeling of timidity. That feeling, as I say, was probably

engendered in early youth, and brought up to date by some experiences that I have since had.

Gentlemen, I regret very much not having the opportunity to have been here with you yesterday afternoon, and to have heard the very enlightening and interesting subjects that were discussed in your various sectional topics. I know that I would have gotten a great deal of benefit from it, and it would have proved of great interest to me; but unfortunately, the only way I travel is by train, and I had to be in New York yesterday for the monthly meeting of the National Inter-Fraternity Conference Executive Committee, and then I came here.

I have been connected with the National Inter-Fraternity Conference for a number of years, and I must say that since I have taken an interest in the general field of the American college fraternity system, I have been most anxious to have had an opportunity to talk to deans. I have met them individually at their colleges in connection with the Chapters that my own Fraternity maintains, in the sections that I have had to supervise, and I have had some chances of meeting them at the Conference, Annual Meeting; but I have never had a chance to meet them on their own ground, where I am assured they will not be permitted to talk back at me.

Gentlemen, this is an opportunity I have long sought, because I don't know of any group of men who are more important to the welfare and progress of the American college fraternity system than you gentlemen are. I recognize that fact and I admit that there are many things that we as fraternity officials and as members of the National Inter-Fraternity Conference have failed to do in respect to accepting that relationship and in attempting to solve problems which are mutual for both of us.

I hope sincerely that the future will find that that situation will have been clarified and rectified in so far as both of us are concerned. I am certain that basically, you gentlemen, even though some of you may not be too fond of fraternities, are interested in doing the best for the educational institutions which you represent, as I assure you that every serious thinking fraternity man is equally interested in doing for your own institutions. If you have gotten some contrary impressions from the unfortunate fraternity men of different ilk that you have met, I would like to have you remove that impression from your mind, and have you only bear in mind that we realize that every fraternity chapter that exists on your campus is there by courtesy of the university and college alone, and exists there only by that right. It has no inherent right of existence otherwise. And if you bear with me on that premise, I hope that you will listen to what I have to say with a little more sympathetic understanding of the fraternity problems.

Now, I have come here just for one purpose alone—or at least for three reasons and one purpose. The first is to give me an opportunity to get better acquainted with you. I know quite a few of you. I have a very high regard for those whom I have met. They

have been very unusually fine men; some of them have not been fraternity men. I don't know of a better fraternity man who is not a fraternity man than Joe Bursley, and he has been associated with our Fraternity Conference for many years, and I don't know of anybody who holds higher regard among all fraternity officials than Joe Bursley.

Now, there are many others whom I have known in connection with fraternity work—I will not endeavor to point them out one by one, for fear I may be missing a few of you. But I have always been very, very gratified with the men I have met in the college dean capacity at the Conference, and for that reason I have come here this time in the hopes that I may become acquainted with more of you through a greater section of the country.

My second reason is to talk to you very briefly about the American College Fraternity System and its present difficulties.

And thirdly, to invite you to Washington.

The first reason explains itself. I hope I am going to have that opportunity during these sessions, somewhere, somehow, to get acquainted with more of you than I have had the opportunity to meet to date.

Although I am a judge, and I am compelled to deal with hard facts and cold law, and therefore, somewhat of a practical person, I am also a sentimentalist at heart. I am also an idealist at heart, and after 35 years as a fraternity man, I still believe in the American College Fraternity System.

I am well aware that it has a great number of defects. We who are well acquainted with our own fraternities are in position to see those defects even better than you are. But basically, the American College Fraternity System deserves your approval. It has a proper place on every college campus, and when properly operated is an adjunct to the educational institution.

You notice I use the word "properly operating," because I think the American College Fraternity System is the best example of the frailty of the human factor in its operation. There are many fine movements—even Christianity itself—which we could condemn by reason of certain errors in operation; by certain mistakes in the selection of leaders, and by the individual examples of some of the members of those great movements. But that is not reason for condemning the movement or the basic principle behind that movement.

Of course, I am thoroughly familiar with my own fraternity; but I am sufficiently familiar with the background and origin of all other fraternities to realize that they have as their very premise a real desire and intent to achieve improvement in college students; that we do not always attain that result is again, I say, attributable to the human factor in the equation.

I would like to admit and point out to you some of the weaknesses that I think exist in college fraternity systems today. First,

and primary, is its scholarship. I admit that is far from what it should be. But I also say to you that we are doing everything that we can humanly accomplish in raising that scholarship. We have a national scholarship counselor who is now attached, and whose duties are solely given to supervision of the scholarship of the various fraternities everywhere. You have no doubt had some correspondence with him.

I also would like to speak for Colonel Wilson. Colonel Wilson is an army officer. Unfortunately he deals with some of you gentlemen as an army officer would deal with you. I hope you will overlook that, because I assure you that underneath it is 100 per cent pure gold in what he is trying to accomplish. I do not always approve of his blunt methods, but I cannot but fail to recognize and approve what he is trying to do, to improve generally fraternity scholarship everywhere.

Gentlemen, in that respect, I ask your cooperation with him to the end that the various figures that he secures may be attainable, and may be furnished to the fraternity officials to see that they make the necessary corrections.

We also have urged, and I know in my own fraternity it has been done, that a scholarship officer is appointed in every chapter that we have, whose duty is to supervise and check on scholastic standings of the members, the pledges, as well as their attendance at school. I hope that between the two we will be able to bring up our scholastic levels to above the average student level so that you will have no complaint from that source.

Gentlemen, we are trying. I admit at the present time we have nothing to brag about, but we intend to improve it.

Another weakness in our system is our pledge training programs. They are far from ideal. We have outlawed in every well known National, either by legislation or by edict, any form of Hell Week. If any exists on your campus, I would like to have you call it to my personal attention, and I will see it is outlawed properly for you. There is no room in a fraternity chapter for Hell Week of any character or any similar forms or practices by reason of any previous following of that form of conduct or any tradition, as they call it. Paddling is outworn. It belongs back in the age when high school fraternities existed. We are trying to present enlightening programs of pledge training. We are trying to really get the men in position to be initiated into fraternities in accordance with our own program.

Again, I would like to ask your cooperation. No doubt you have been spoken to before by Dean Emeritus Field from Georgia Tech. Dean Field, like myself, is very much interested in seeing that pledge training is not only undertaken by the fraternities, but is also undertaken by the colleges—not that you can indoctrinate pledges with the principles and ideals of their own organization. That is their field. But you can take the pledges, who will be leaders on your fraternity campus later, and by a series of lectures

which you can arrange for on leadership, scholarship, and other subjects which are of common interest to the college and to all pledges, you can aid the fraternities in improving the character of their pledge training programs, and assuring you of a better caliber of pledge, and of chapter member thereafter, because I say to you gentlemen, and I say to the members of the fraternity chapters, it is during pledge training periods that you have a chance to educate, to train, and to mould the subject that you have, and you will not be able to do it after you have initiated him.

So, gentlemen, that is another way you can assist us, if you will.

Another weakness I meet is supervision. Not all national organizations are properly staffed for supervision. They do not have officers who go around frequently enough to contact the chapters, to know what errors of omission or commission are occurring. They don't contact you gentlemen and become acquainted with you to let you know that the national organization is interested in seeing that its chapter is properly maintained and operated.

There is a weakness there. That is a thing we are going to have to correct. That is a thing I have been urging upon all our member fraternities, to see that they are properly staffed and that they do carry out their work of supervision adequately and completely. So that things do not occur, to foresee things; not to try to settle them after they have occurred.

And the last, but not least, is the liquor problem. That is supposed to be a very delicate subject, but I never find it necessary to be delicate about it. I don't think the liquor problem is essentially interesting to fraternities. I think the liquor problem is on the campus generally. Unfortunately, the fraternities are picked out because usually they have chapter houses where they have a concentration of that sort of practice.

Now, again, gentlemen, you can be of assistance to us. I made a survey of the liquor problem throughout the chapters in my own fraternity, and you would be amazed to find out how many colleges have no liquor bans. They have no regulations against the existence of bars in chapter houses.

How can the fraternities say, "You shall not have a bar" when the university does not say, "You cannot have a bar"? We cannot do it. All I can do is impose on my chapters the rule that if that is the rule of the college, it is a rule of the fraternity. But I cannot impose a rule on the fraternity when the college does not have a rule on it.

That is another thing, gentlemen, you can assist us in, and I assure you we are doing all we can to eliminate bars. I don't approve of them. I am not a white-ribboner. But there is no place for a bar in a fraternity chapter house, and there should not be any bars in fraternity chapter houses. But we will never be able to eliminate them without your assistance. We neither have the power nor the ability to do so, unless we have the backing of the college

on those sorts of things. That is one way of assisting us, if you will, and we will endeavor to solve it if you help us.

There are two other things in which you can help us if you will. Fire prevention! We had a tremendous fire some time ago, if you recall, at Kenyon. The loss of life was sad—deplorable. I think there should be an insistence by the college administrators that there be better inspection so far as chapter houses are concerned, for fire prevention hazards, for better insurance on chapter houses. It should be required. There should be an annual or semi-annual inspection to see that the requirements are being met with, to avoid any repetition of this very unfortunate incident.

And not least, but another one in which you could be of assistance to us is to assist us in entirely eliminating and destroying that sub rosa institution known as the TNE, Theta Nu Epsilon. It bobs up every now and then. It is on two or three of your campuses right now. If you know about it, please let us know about it. I promise you we will take action against the members who have been found members of that sub rosa organization, even by elimination from their own fraternities.

I have advised every member of my fraternity that if they are found to be members of TNE they cannot be members of Kappa Alpha, and they will be eliminated accordingly. We have to eliminate TNE. It is a disgrace to any campus and it is a disgrace to the college fraternity system. It has no place in the fraternity system at all, and it does more to contribute to its lack of prestige and to its lack of standing than any other organization I know.

One other subject, and I am through, gentlemen. I am not going to speak of it as racial discrimination. I don't like the word. But with respect to that matter, gentlemen, I don't think it is a problem for the college or the university. With that I am sure a great number of you disagree. I am sorry I don't have more opportunity to talk more frankly to you about it than I have today. I think it is a problem on your campuses, but it is not a problem within the fraternities on your campus. The word that I like is "selectivity." I think every fraternity, like any other intimate associated organization like a fraternity is constituted, has a right to determine and select its own members, based upon their qualifications respecting thereto.

I have advised and recommended to every national fraternity in the Conference that at their next national convention, they afford an opportunity for every chapter in their organization to come and present that subject and have it determined whether the exact prohibition clauses in respect to the qualifications for membership shall or shall not be changed. When the convention has met in due process and passed upon that, that is the law of the fraternity. I hope still that the majority rules in this country. Although, the more I listen to the trend of thought these days, the more I wonder who is ruling America, the minority groups or the majority groups.

To me it looks like the minority groups are determining the policy and the principles on which our government is being organized and operated. That is not according to the American way of doing things. It is not according to the United States Constitution.

Now, in closing, I would like to just give you an illustration of what I mean about selectivity of membership. The old story is that only one thing makes news—not a dog biting a man, but a man biting a dog. That makes news.

Recently, a white man was initiated into a colored fraternity at Howard University. The news was given to me not only in the newspapers, but also given to me by a letter from one of the other colored fraternities on the campus of Howard University; and the letter protested most vehemently about their rights of selectivity by taking a white man into a colored fraternity. Now, gentlemen, that just illustrates what is meant. I mean that the colored boys have a right to determine just as much as a white man has to determine, who they shall take into membership.

Gentlemen, it has been a real privilege to have been here. I hope you will listen to what I have said, not in the form I have given it but in the substance. I want to assure you that the National Inter-Fraternity Conference is very anxious to cooperate in every way with you because we recognize that you are the liaison between the college and the fraternity systems.

I will shortly send each one of you a letter at your institutions, asking that you lay before me any of the problems that you may have on your campuses with respect to the fraternity situation. We want to be helpful. I am not sure that we can always solve the problems, but at least we want to be advised of them. We want to be advised of them in advance, so we can help to meet with you and confer with you and endeavor to reach some determination on the matter. But in any way, gentlemen, please recognize us as your friends. (Applause)

MR. BURSLEY: The meeting will stand adjourned now and will meet in the ballroom.

. . . The meeting recessed at one-forty-five o'clock. . . .

FRIDAY AFTERNOON SESSION

April 15, 1949

The meeting reconvened at two-thirty o'clock, President Newman presiding.

PRESIDENT NEWMAN: Gentlemen, will you take your seats. Your Executive Committee has tried to build this program on the subjects, "Techniques, Methods and Procedures of Our Work."

The Committee has tried to include some broader and more general subjects on our program. The address by Dr. Ivy this morning was on a subject requested by many of our members, and I think it was well worth our time.

Likewise, the subject this afternoon—or by the same token, the subject this afternoon of "Federal Relationships in Education" is of general interest and importance. Its implications are and will be of definite and specific interest to us in the course of time, and probably in the course of a very short time.

Our speaker is an old friend of this Association. He has been with us on a number of different occasions. Certainly time does not permit to give an account of his record to date. However, I should like to mention a few points about him so that the new men especially will know something of him.

He was born in Iowa. He received his training and preparation in the fields of education and sociology at the University of Iowa and Columbia; later at Chicago and Sorbonne University in France. He has been a teacher in the school system, superintendent of schools in the high school system, has been on the staff of the University of Rochester and served as Director of Extension, been in the summer session as service consultant of the American Council on Education. He has been on numerous Boards and Commissions of the government, and at the present time he is staff associate of the American Council on Education.

It is certainly a great pleasure to have him with us again, and I take pleasure in presenting to you Dr. Francis J. Brown, Staff Associate of the American Council on Education. Dr. Brown. (Applause)

DOCTOR FRANCIS J. BROWN (American Council on Education, Washington, D. C.): Mr. Chairman, Fred, and other members of the Association:

I am very glad to be back with you again after an interval, Fred tells me, of six years.

I am glad to be with you today because, not only of the expression of personal appreciation, but because the topic which I am to speak to you about involves a recognition on your part of a vital and far-reaching trend in higher education, namely, that the

Federal government is and will continue to be an increasingly vital factor in the future of our colleges and universities.

I should like to discuss this trend from two points of view: the first, that of the basic structure of government; and the second, that of specific activities engaged in by government.

Those who assert that the basic structure of government provides for a complete separation of the Federal government and education fail to read into the powers of the Federal government their full significance for education. It is true that education was not named in the Constitution and was consequently included under the broad allocation of power included in the phrase of the Constitutional Amendment, that "all powers not specifically delegated to the Federal government shall be left to the states."

There are, however, at least three powers specifically allocated to the Federal government, the exercise of which may and has had tremendous influence upon education at all levels, including colleges and universities.

The first of these is the responsibility of the Federal government to assure the national defense. During the war, we saw the extent to which this power can bring educational institutions not only within the influence of but actually under the control of the Federal government. In assuring our national defense the Federal government withdrew both students and faculty from the institutions of higher education, assigned specific programs of training to the institutions, and diverted research to the extension of the instruments of war. I do not mean to imply that the Federal government exercised this influence through calling upon its constitutional power, for the institutions gladly and enthusiastically placed their full resources in the hands of the Federal government; but what I am saying is that full authority to exercise such influence lay within the Federal government.

The importance of the national defense is not only a matter of the interim of war. We have seen it carry over into the post-war period. Through Selective Service, the Federal government may again withdraw men from institutions of higher education. Legislation is now being proposed in the interest of national defense that would authorize the drafting of professional personnel in fields necessary for national security. This might significantly affect the faculty and consequently the program of higher education. The ROTC program and the proposed expansion of advanced technical training of persons in the armed forces are but further illustrations of the Federal government's exercise of its responsibility to maintain the national defense.

The second power vested in the Federal government that is extremely important in its effect upon education is that of taxation. In the exercise of this power the Federal government has first priority and in the exercise of this priority funds which might otherwise be available through state and local tax and through voluntary

contributions are diverted into the national treasury. It is estimated that 85 per cent of all revenue through all taxes now go to the Federal government. If this estimate is even approximately correct it means that the agency that has first priority on the funds is by the exercise of this right accepting also an increasing responsibility for the maintenance of services to the general public, including educational services. We have come now to the point in which whether the Federal government should relinquish a portion of its taxing power or should assume an increasing proportion of the fiscal responsibility for services to the nation. The trend appears definitely in the latter direction as I shall point out a little later.

The third power and one that is impossible of exact definition is that of maintaining the public welfare. In the exercise of this power the Federal government has continually expanded its services until today it includes: the construction of highways; flood control, protection of forests; restrictions on employment in hazardous occupations; control of interstate commerce; subsidies to common carriers; public health services; direct subsidy for hospital construction and maintenance; and a thousand more specific activities that make approximately one in every six persons gainfully employed in the entire United States an employee of the Federal government. It is extremely interesting that while we have not opposed—in fact actually encouraged—the extension of the public welfare clause to include all of the activities I have mentioned there are many who have opposed the further expansion of this power in the field of education.

There is still another aspect of the basic framework of government that impinges mightily upon education. I refer to the decisions of the Supreme Court that directly affect schools and colleges. The people of Oregon, by referendum, voted that all children in the state must attend public schools. The Supreme Court declared such action unconstitutional and prevented the closing of private schools in the state. Missouri voted funds to provide equal opportunity for Negro residents of the state through paying their expenses while attending a university outside of the state. The Court, as you will recall, through the Gaines decision, declared that this was insufficient, thus making it mandatory upon each state to provide within its own border equality of educational opportunity. Again I could cite, or you can recall, other illustrations through which the Federal government by the decisions of the Supreme Court have affected educational policies in a very direct manner.

I am not appraising either these powers of the Federal government nor the extent to which they have been executed. All that I am saying is that the power is there and that it has been an extremely important factor in the whole development of education. The conclusion appears clear that the opposition to the further extension of the Federal government into the field of education, if

based on constitutional grounds, has no basis in the fundamental framework of government.

The second trend, that of specific activities developed by the Federal government, likewise has more importance than frequently realized and especially so when viewed in perspective. Higher education in the United States began solely on the basis of the private initiative of individuals and religious groups. Each institution was autonomous, both in terms of its control and of its support. The exception to this generalization, through specific acts of the state legislatures or the Congress, were too few to be of consequence.

State institutions began to emerge in the middle of the last century and the Morrill Act of 1862 initiated the permanent relationships between the Federal government and the universities. But even this program of financial assistance remained relatively stable and the significance of it as an epoch-making precedent was not recognized then nor until very recently.

The establishment of the United States Office of Education near the middle of the last century did not significantly accentuate the role of the Federal government since, until only in this last decade, has its function in higher education been other than that of assembling and disseminating statistical and personnel data.

World War I provided the first close link between the institutions of higher education and the Federal government in the establishment of the Student Army Training Corps and in the allocation of governmental research projects to the universities.

After victory on November 11, 1918, the Army Student Training Corps was immediately discontinued and it appeared that the pre-war pattern of relationships might be resumed. But events proved otherwise. The development of the ROTC, both Army and Navy, brought one division of the Federal government permanently onto the campuses. The Vocational Rehabilitation Act for World War I veterans provided Federal scholarships for the disabled who chose to take advantage of them. Governmental research continued to be financed in a limited number of educational institutions. The question of coverage under social security became a vital issue to the colleges and universities during the 1930's. The provisions of the Morrill Act were extended to include research stations and home economics. The trend was well under way by 1940. Occasionally voices were raised against it but by and large, the trend grew in momentum almost unheeded.

Developments during World War II are too recent in memory to be elaborated—the effect of selective service, the military programs in the colleges and universities, the vast funds spent for research, the development of special scholarships in specialized fields, and the indiscriminate draining off of key faculty for war positions.

One very important development which has now been almost forgotten was, in one respect, more important in the basic relationships of higher education to the Federal government than even the

war programs. I refer to Congressional action establishing a special committee of the House Committee on Education to study the effect of the war upon the colleges and universities and to recommend appropriate legislation. This committee issued its report in 1945 and legislation was prepared and approved by the House Committee on Education. The bill provided direct Federal subsidy to institutions of higher education to compensate them sufficiently to assure their continued existence. Fortunately, VE Day made it unnecessary to introduce the bill into the Congress but the fact that the Federal government believed higher education, both publicly and privately controlled, was so essential to the national welfare that direct grants should be given, gave significant impetus to the trend toward closer relationship between government and higher education.

Again at the close of World War II there were some, at least, in colleges and universities who looked to the return of local autonomy and decreasing relationships with the Federal government. Once more the reverse was true. In 1948 the Veterans Administration program provided scholarships for 51 per cent of all students in the institutions of higher education; the special scholarships provided by other agencies of government such as public health, agriculture, the military forces and others have been considerably increased; temporary classrooms, laboratories and housing accommodations to the total of some \$400,000,000 have been provided by the government. Through the activity of the American Council and its member organizations, title to the housing has now been given to the institutions, both private and public. Research programs have continued to be subsidized; Selective Service is again actively in the picture; the extension of Social Security to include those employed in educational institutions is once more being urged; the tax exemption of charitable, religious and educational institutions is being challenged; Federal legislation influences the exchange of students and faculty across international borders; the President's Commission on Higher Education was appointed and has issued its report.

I need not multiply these illustrations. Those who still assert that there should be an end of the relationships of the Federal government and higher education are crying out against the inevitable. These relationships are no longer war measures or even post-war emergency action. They are part of the dominant national trend. They will multiply in number rather than diminish; they will increase in their importance rather than become less important.

Let me be very specific by giving a brief resume of only such of the present legislative proposals that appear to me to have some likelihood of serious consideration during this Congress. I shall limit my comments to those bills that have direct bearing upon institutions of higher education.

One that has for years been of deep interest to the American Council on Education is the extension of the benefits of social security. It now seems very definite that the Congress will take action

in relation to the extension, at least, of old age and survivors insurance benefits. In this field there has been a very interesting shift in the attitude of religious, educational and charitable institutions. For example, in the field of education the Council has conducted two polls. The first some ten years ago indicated that the majority of administrators of colleges and universities were opposed to the extension of old age and survivors insurance, with even stronger opposition to inclusion under unemployment benefits. The poll taken in 1947 indicated that the great majority of educators were now in favor of being included under old age and survivors benefits and a little more than half favored inclusion under unemployment compensation.

The American Council has a small committee representing religious, educational and charitable institutions that has drawn up a statement favoring the extension of social security benefits and has testified before the Congressional committee favoring such extension. The basic issue in this field is no longer whether or not such benefits should be extended to faculty and service personnel of educational institutions. It is whether such benefits shall be mandatory or optional in their applications to educational institutions. The present bill includes the provision that such extension shall be optional to private employers, but makes it mandatory upon the employees of private institutions. It is the judgment of the Council's committee that payments for social security benefits should be mandatory upon both the institution and its employees.

You have read in the press the attacks that have been made upon education because of its presumed income from charitable foundations and corporations whose profits are presumably turned back tax free to educational institutions. The tax-exempt status of colleges and universities is of such vital importance that the American Council has appointed a special committee to follow this legislation and to determine the extent to which educational institutions engage in commercial enterprises. The more than 1300 institutions replying to the questionnaire showed a gross business operation exclusive of instruction and research of approximately \$150,000,000. In the operation of these enterprises, the institutions spent \$138,000,000 leaving a net profit of only \$12,000,000. This is a very different figure from that which the press presented. There is a further factor. Many of the organizations cited in the New York "Times" were in no way a part of the educational system. They are charitable trusts that have tax exemption under a totally different provision of the Internal Revenue Act.

A bill now pending before the Congress would require a corporation or trust to allocate a minimum of 85 per cent of its gross income annually to religious, educational or charitable institutions if it is to continue in a tax exempt status. This portion of the bill attacks the abuse at its source: namely the charitable trusts themselves. The bill would also require institutions of higher education with income other than student fees in excess of a stipulated amount

to fill out a report to be submitted annually to the Bureau of Internal Revenue. The Council's committee favors this type of reporting and is now working with the Internal Revenue to draw up a form to be used exclusively by educational institutions that will adequately interpret both their income and expenditures to the Federal government and will utilize the accounting procedures customarily employed by the institutions.

Bills to provide labor extension education have again been introduced into this Congress. One of these bills follows the general pattern of the legislation which authorized the establishment of the agricultural extension service. The other and one which should, in my judgment, be very strongly opposed by educational institutions would place expenditure of at least 50 per cent of the fund directly in the hands of Federal and state labor agencies. This legislation, including even the first of these two bills, raises the question of class legislation. The law specifically places the determination of the courses in the hands of labor representatives, and some fear that such control of education will sharpen the lines of division between labor and management. These individuals, and I am one who agrees in their judgment, would favor the development of legislation providing Federal assistance to a broad program of adult education without specific reference to any fields or to a segment of the population.

Two bills would provide direct Federal assistance to institutions of higher education both privately and publicly controlled. One would provide direct payment to professional schools in the fields of medicine, dentistry, health technician, nursing, public health and sanitary engineering.

I was very much interested in the discussion this morning, in regard to medical education, because this is one of the fields which would carry out the comment which Dr. Ivy made, that either the Federal government must relinquish part of its taxing power or must assume more of the responsibility.

This bill would provide direct Federal subsidy for operation, for capital outlay, and for scholarships, for these institutions in these fields. Hearings have not as yet been held on the bill, but it does appear to have the almost unanimous support of institutions and organizations interested in the health fields, and has the very enthusiastic support of university administrators that have these professional schools draining funds from the total budget of the institution.

The other bill would provide one hundred million dollars in grants-in-aid for colleges and universities and a two hundred million dollar revolving loan fund for the construction of permanent housing for students and faculty. The American Council and the Association of Land-Grant Colleges and Universities have testified in favor of this bill and it now appears that it will be included as a part of the Housing Bill shortly to be reported out of the Senate Committee on Banking and Currency.

Neither of these bills, may I emphasize, make any distinction among institutions as to the type of control. They follow the general pattern of the legislation granting Federal funds for the construction and operation of hospitals and provisions for temporary housing, the title of which has now been turned over to the colleges and universities.

There are a whole group of bills expanding specific programs of the Public Health Service in such fields as epilepsy, arthritis, and heart disease, each of which includes provisions for contract research and for scholarships and fellowships.

The bill to establish the national science foundation has been favorably reported out by the Senate Committee and passed by the Senate but no action has been taken by the House. However, there appears very little opposition.

Time does not permit more than an enumeration of several other bills. The American Council on Education has testified in opposition to the postal rate increase that would remove religious, educational and charitable institutions from the special consideration they now have through the flat rate on second-class mail. Steps are being taken through the Council's Committee on Relationships of Higher Education to the Federal government to liberalize both the regulation and the legislation affecting foreign students in the United States. The pending legislation raising the Federal Security Agency to cabinet status would not, unfortunately, significantly improve the line relationship of the U. S. Office of Education. A number of bills have been introduced which would exempt entertainments conducted by non-profit institutions from the amusement tax.

In the light of even this concise summary I need not further emphasize the growing relationship between the Federal government and our institutions of higher education. There is one problem of legislation which must be faced and that is the extent to which educators will endorse special legislation for special purposes rather than a program of general federal aid to higher education. Each step in the direction of special legislation makes it all the more difficult to establish the principle of general legislation. Yet each such step seems necessary at the moment on the basis of the fact that it is easier to procure special legislation for a specialized service than to enact a broad program based upon long-range objectives.

This issue is sharply raised in the field of scholarships and fellowships. At the present time the Departments of Army, Navy and Air Force, the Department of Agriculture, the Public Health Service, the State Department, and others are providing scholarships and fellowships in their specialized fields. The bill to establish a National Science Foundation includes provision for an extensive fellowship program for persons in the physical, biological and medical sciences. Yet the very persons who favor these bills, including that to create the National Science Foundation, frankly admit first, that an overall Federal scholarship program is much more to be desired than

these piecemeal programs; and second, that the enactment of legislation providing these specialized scholarships will make it all the more difficult to procure the overall program. In one sentence the issue is this: At what point should educators refuse to endorse special legislation and insist upon long-range planning and comprehensive legislation?

If I have seemingly overemphasized legislation, it is not because there are not also other problems of relationships between the Federal government and higher education. The fiscal policies of the Veterans Administration and their proposed regulation pertaining to the termination of the period of entering into training under Public Law 346 are of vital importance to colleges and universities.

Such a regulation has now been tentatively drawn, that will very largely affect the extent to which students not yet entering upon training before July 25, 1951, will have the opportunity of doing so, and also whether those who have entered and discontinued, will be permitted to return.

If the recommendations of the Hoover Commission pertaining to general education and the education of the veteran are taken seriously, these, too, will need careful appraisal. The vastly expanding program of the Department of State in the exchange of students and technical personnel is a matter of deep concern to the colleges and universities. This program involves further relationship with the Immigration and Naturalization Service. The Department of the Army is bringing over technicians in various fields. The Economic Cooperation Administration is contemplating a very considerable exchange of technical personnel. The implementation of Point Four of the President's inaugural address calling upon the development of the undeveloped regions of the world will make demands upon our educational institutions. In fact there is scarcely an agency or department of the Federal government that does not directly impinge upon the institutions of higher education.

I have limited my comments solely to those relationships between government and education. There are many other developments which are also national, but largely through the voluntary organizations such as the development of the testing program, the recently called Commission to discuss and attempt to work out the problems dealing with the accreditation and many more that are centralized through the voluntary national organizations.

It was the need of coordinating these relationships between government and colleges and universities that gave birth to the American Council on Education. These relationships continue to be one of the major functions and activities of the Council. But the institutions and the organizations, like your own, also have a very vital stake in this matter.

Relationship implies a two-way process. It is not just in one direction. The colleges and universities have as significant a part to play in determining the policies which affect them as has the Fed-

eral government. Institutions must increasingly accept this responsibility of making the relationship a two-way process.

May I close on a somewhat different note, which to me epitomizes the vital work of the deans in our colleges and universities.

Some eight months ago, I stood in Frankfort, in the midst of the ruins of war that extended for block around in all directions, and as I stood looking at these blocks of twisted steel and broken stone, I saw a young couple rise out from what might once have been their apartment home, now only rubble, and I thought I heard one say to the other:

"Our parents built a world wonderful to behold. They taught us all the knowledge and skill necessary to create all that heart could desire. But that knowledge and that skill was used for the destruction of that which they had created."

And the other replied, "We, too, will teach our children all of the knowledge and the skill of our elders. We will add to it by our own creative genius, and then we will add in the instruction of our youth, that which they failed to impart—an understanding of man's relation to his fellow man." (Applause)

PRESIDENT NEWMAN: Dr. Brown said that he would welcome questions on any of the things that he has said, or any other questions that may occur to you on the subject of Federal aid to education. As a matter of fact, he went beyond that and said he would answer questions about anything that he knew anything about. (Laughter)

MR. HERBERT J. WUNDERLICH (Dean of Students, Montana State University): Dr. Brown, as you stood there in the ruins of Frankfort, contemplating what had brought that ruin to the country, how can we be assured, what safeguards can we set up, in making certain that the gradual tendency toward centralization of control over higher education, will not bring about the same results in this country, as it brought to Japan, Italy, Russia, and Germany?

DR. BROWN: I think you have raised a very fundamental issue. There is, however, one basic difference between what appears as a trend toward centralization of higher education in the United States, and the centralization that now exists in a number of the countries of Europe, including those that you refer to; and that is, that in those countries to which you have referred, the centralization was in terms of the indoctrination of an ideal of government, which carried with it the whole concept of militarism and expansionism through military strength, which carried with it, also, the domination of the state in the control of thought.

In the United States—and one can say very much the same thing for education in Belgium, France and the Scandinavian countries where there is, as you know, complete control of higher education under the national government—the very element of instruction carries with it inherently the right of the individual, for

his own freedom of thought and expression. So long as our institutions continually maintain the basic philosophy of our democracy and of our democratic government, so long as it continually carries with it, as an inherent part of it, the right of the person rather than of the state, then I for one do not fear the matter of increasing federal subsidy, even though it might bring with it some element of direction as to the expenditure of the funds in terms of the specialized benefits.

But I think one must recognize that it was not the centralization of authority that brought the results. It was the centralization of authority, combined with the basic concept in which the state is supreme and the individual nothing.

If one carries the opposite concept, then I can't get too concerned in terms of some elements of control.

Now, some may not agree with that logic, but that is my own thinking.

MR. WESLEY P. LLOYD (Dean of Students, Brigham Young University): The item which I should like to see brought to our attention, is that there is no doubt some problem with reference to the adoption of some of the bills before Congress at the present time. I should like to suggest that our Resolutions Committee go over the paper if possible and consider the advisability, or the appropriateness of our Association taking some action in regard to support of certain of these bills.

DR. BROWN: If I might add just one word to that, Mr. Chairman.

The suggestion is one that is extremely helpful because the actions of the Congress, especially in these matters of education, are very largely a reflection of the expressions of opinion given by the persons in the field, and especially by national organizations, and if on these three items at least—well four—taxation, social security, the housing bill, and the aid to medical education—the last two being available to both privately and publicly controlled institutions without distinction, as the bill is now written, would be very helpful to the committees.

MR. NOWOTNY (Dean of Student Life, University of Texas): As a man who lives south of the Mason-Dixon Line, I can be easily misunderstood by the remarks I am about to make.

I believe that our federal system of government is one of the things that isn't strong about it, that is unique about it, that may be one of the reasons why this civilization survived, because there has been a balance between a strong central government and a local government; and past civilizations have decayed and declined because they have either been too strong at the top or too weak down here.

I think we have a happy balance. But frankly, one of the things that disturbed me about going to Washington again: I have a

great deal of respect for Herbert Hoover. I think he is one of the greatest Americans of our present generation, and I read with a great deal of alarm his report about expenditures at the national level for national defense.

We are very proud of our ROTC units—both Naval, Army and Air Force—and I would not be counted as one of those who does not believe in adequate defense. I once opposed an ROTC unit on our campus. I was wrong. I may be wrong by what I am saying now. But I think we need to examine very carefully, in view of the fact how easy it is to spend money that is given to us from Washington, and how we toss it around pretty carelessly.

A lot of us country boys from Texas are caught in the squeeze of this thing of income tax. We found a lot of our money already going to the federal government. And I am quite alarmed about having so much of this money tossed around at the national level, that I don't believe they can do it as well as we can at the local level.

I think there must be, Mr. Brown, national planning, I agree. But I do believe that this tendency is very dangerous, from the standpoint of the cost per student, because they are spending lots of federal money on boys who are going to school, who have no more business in our college than a man going to ruination.

He is in the Army reserve. He gets four or five hundred dollars a month to finish out a degree in physics, for what, I don't know. That is education, that is a subsidy. That is a scholarship.

I don't want the American boys of the future denied the right to have the privilege of earning as much of their expenses as possible, I think I am a little stronger and I hope a better American. I want our students to be competent socially as well as economically, and not have another Frankfort, another shame, disgrace, like Germany had.

As a grandson of an immigrant, I want to preserve for America as much local power and as much local policies as possible.

DR. BROWN: Well, I just want to add one comment to that, because I agree with everything you have said: that one of the very strong positions which the American Council took on the extension of the VA benefits, was in opposition to the Public Law 258, which made it possible for the GI to sign away his time entitlement in order to have a greater proportion of the fees paid than would have been possible under the original Act, which limited it to \$500 a year. That, as you know, has caused tremendous abuse in several respects.

The most important, however, is not with the colleges. The most important is with the profit schools operating for profit, in which a boy finishes the course in bricklaying, registers—because he has made satisfactory progress—in a course of some kind of mechanical trade, goes from that into radio, is a radio technician; and, up to the limit of his time entitlement, is able to go right from one course

into another, totally unrelated; and is now using the GI benefits at the high rate of subsistence payments.

Those, too, we oppose—the increase in the rates—as the substitute for the 52-20 which has now run out, that is, \$20 a week for 52 weeks. The unemployment compensation has run out, and the boys are now using GI benefits in lieu of a job, and in lieu of unemployment compensation.

I don't think that is happening nearly so much in our academic institutions, but it is happening to the tune of millions of dollars, in terms of the schools operating for profit, so-called proprietary schools.

You will recall that at the last appropriation of the Congress, the last increase in subsistence, the Congress specifically said: It is not the intent of the Congress to make subsistence payments such as to take care of all of the expenses of the veteran. That was written in through the initiative of a number of folk and organizations that felt just as you did, that the veteran should have some responsibility for earning some portion of his own expenses.

Although I am not from your section of the country, I too worked my own way through and have been glad that my own youngsters have been able to do exactly the same thing, and there is that sense of personal responsibility.

I feel too, and I thought I implied that in what I said, that I think we have probably gone too far in the exercise of the federal government of its priority on taxation. My only point was that either the time has come when we must reverse that priority, and decrease the proportion of the tax funds paid to the federal government, or the federal government will have to assume an increasing proportion of the total cost of the services to the people of the United States.

I am not at all in disagreement with your position.

MR. CLYDE S. JOHNSON (Dean of Students Office, University of California, Berkeley): Dr. Brown, you reported briefly on the status of some of this piecemeal legislation. I wonder now if you could give us some comment about the status or possibilities of general programs of federal aid in higher education or national scholarships?

DR. BROWN: Yes, I can very briefly.

The federal aid bill will undoubtedly pass the Senate without much trouble. I would be willing to say that I doubt very seriously if the federal aid bill will pass the House either in this—certainly not in this session of the Congress. My reason for saying so is twofold. One is that the House has never been enthusiastic in regard to the extension of federal aid into education, as indicated by its postponement of action last year. The other, and perhaps more important factor, is that the Chairman of the House Committee on Education and Labor just a week ago introduced a bill

over his own name, that would make it mandatory for 10 per cent of the federal appropriation to be used for private schools in each state.

That fact gives momentum to the growing opposition to a bill which counts parochial and private school children in the numbers, on the basis of which funds are allocated to the states, but excludes those same children from the benefits of federal, general aid to education.

Because of this growing feeling, and because of what is, in my judgment, a very serious flaw in the formula, I doubt if the general federal aid bill will pass in this session of the Congress.

In regard to the formula, let me just add that it seems to me that either, and I use the word "either" advisedly, private and parochial children should not be counted on the basis of allocation of funds, or they should be counted in terms of the distribution of funds.

In terms of the general scholarship bill, the administration, for what reason I do not fully understand, although I know the source of it I think, proposed that the President request one million dollars for a further study of the need for a scholarship and fellowship program, and of the need for federal assistance in the construction of school buildings, including those of colleges and universities.

The very fact that this proposal has been made to the Congress, means that the federal government itself is not initiating the general program of fellowships and scholarships, which we had hoped very sincerely would be based upon the report of the President's Commission, rather than on the report of some other commissions yet to be named after July 1, 1949, and to report some time after July 1, 1950.

To me, this was a very serious, and to my mind, unfortunate, delaying action in terms of the over-all scholarship and fellowship bill.

We have discussed that very problem with the Committee on Relationships and at the last meeting they requested that a draft of a bill be drawn up and presented to our committee at its next meeting in May, with the idea of getting a bill into the hopper on fellowships and scholarships, at least as the basis of discussion.

But if the million dollars requested for funds is granted by the Congress, I am sure that the scholarship bill will be postponed for at least a year.

PRESIDENT NEWMAN: Any further questions?

SECRETARY TURNER: Has there been any talk that you have encountered about extending the aid to veterans? That is beginning to run out. Has anybody been suggesting how about extending it still further?

DR. BROWN: There will be, and I hope that Congress will not extend the date on which entering into training is possible. The

bill specifically begins by saying that this is a bill to assist veterans in readjusting to civilian life.

Now, if the veterans haven't readjusted—I am talking not about Public Law 16 men, for whom the most we can do would be too little, but I am talking about the able-bodied under 346, if they have not adjusted within four years from July 25, 1947, or four years from the date of their discharge, their first discharge, whichever is later, then I don't think any more federal money or any more education is going to be of any material assistance to them. That is, if they haven't entered upon training within that period of time, I myself would not concur in further extension.

However, if you will follow the history of insurance transfer legislation, you find that even though I am now almost at the point that I am able to take advantage of the insurance policy of World War I, I am still eligible for transfer for my 1918, \$10,000 war insurance, to life insurance.

In other words, the law has been extended, and extended, and extended until even World War I men can still transfer.

Now if that is typical of the educational benefits, then it is likely that the opportunity to enter into training will be extended.

One other comment which I might elaborate on a little more in detail, although I referred to it in what I have said earlier, and that is I am very much concerned about the phraseology of the VA's regulations, and we spent a full day with them last Monday, in regard to what happens on July 25, 1951, which is the end of the period for entering into training, because if that is left too liberal, then it means that the matter of entering into training can be postponed almost until the end of the bill, still five years later.

If the statements are too liberal in regards to entering into training, for those who have discontinued training, or have taken out their certificates of eligibility, but have not at all entered into training as yet, we have just begun the veterans education program.

There are seven and three-quarters million veterans who have either taken out their certificates of eligibility and not entered into training, or have entered into training, and discontinued that training. That is why this regulation is of very great importance to every one of us concerned not only with colleges and universities, but education of all types for which the veteran is eligible.

There is one other bit of extension that I think we may very likely have, and that is, that there is now a bill which is being rather seriously considered, and I would be interested in your reaction to it, which would extend to the children of veterans, the educational benefits of the GI bill not used by the father. (Laughter) That means if the father uses up his full time entitlement, then the kids don't get anything. But if he does not use it, then his full educational benefit will go to his children.

PRESIDENT NEWMAN: Any other questions?

SECRETARY TURNER: I have another one, Frank. Recently I attended a meeting at Fifth Army Headquarters where they were discussing ROTC situations, and there was general talk, "Well, now, we have got to increase the number of men in the ROTC. This must increase." And yet the minute they started talking about the increase, they said, "Of course, we don't have any money to pay additional instructors."

Now, those two things don't seem to me to quite coincide, and we couldn't get at an adequate explanation as to why they wanted to increase the ROTC unit and still haven't the instructors available because they don't have the money to pay.

DR. BROWN: I can't answer it in terms of the total. But I can say this, however, and that is, that you will probably find a good deal of expansion of air ROTC within the next few months, and certainly within the next year.

But no additional developments beyond that of the present in terms either of Navy and Army. That is, the swing of the Congress, as you have noticed it in your papers as well as we have in Washington, is to give more and more funds to the Air Force, and in some respects, giving them money at the expense of the Army and the Navy. So I think you will find very little expansion of the Army and Navy, but considerable expansion of the air.

MR. RICHARD C. BURTS (Dean of Men, Mercer University): Dr. Brown, are these things you have been reporting on outgrowths of the report of the President's Commission or what is the status of that report and is there anything further that ought to be done to implement that report?

DR. BROWN: The only thing which can be indicated as an outgrowth of the President's Commission perhaps are the two bills which would begin to give federal money to higher educational institutions. In both of those bills, it runs counter to the recommendations of the Commission, and fortunately, I am extremely happy that they do, because the bills would provide funds to both private and public institutions for housing, on the one hand, and for the medical and health schools on the other. The President's Commission, you will remember, recommended that such funds be available only to public institutions.

The program of scholarships and fellowships is one which the Commission, as you will recall, stressed very strongly and the fact that this request for a million dollars has been introduced, perhaps, was to supplement the recommendations of the President's Commission, by giving more time for an appraisal of some of the issues that are involved in such a program.

For example, should the need principle be taken into account, or should funds be available to the individual on the basis of aptitude and scholarship, without regard to his economic status? How much should the aid be? Should it be like the GI bill that pays only

instructional costs, or tuition, and throws part of the financial burden upon the institution, or should it be such as to cover all of the costs of the institution and the education of the recipient of such a scholarship?

Well, you see there are a great many of those questions that do need further study. But, as I said earlier, it was our hope that the President's Commission would be the basis for immediate legislation on the scholarship and fellowship program, and it may yet have considerable influence on that program.

PRESIDENT NEWMAN: Are there further comments or questions?

SECRETARY TURNER: Frank, it would seem from what you have said then that these federal situations, as they relate to this particular group, involve aid to students, housing, possibly health services—what else?

DR. BROWN: Well, the effect of Selective Service to some degree.

SECRETARY TURNER: The ability to continue, in other words, and social security.

DR. BROWN: I think that pretty well summarizes it.

SECRETARY TURNER: Those are all pretty much in our area.

DR. BROWN: Definitely.

MR. MASON (Champlain College): Would you say there is any division along party lines in Washington, concerning federal aid in education? I ask this because in New York state, the Republican controlled legislature has been taking the initiative in establishing a state university. I was wondering, in Washington, if there was any division along party lines.

DR. BROWN: No, I am glad to say there isn't. In fact, you will be interested in a bit of the history of this housing legislation which we hoped would be introduced as a part of the housing bill that was reported out by the Senate, S-1070. Unfortunately, in the testimony we didn't stress enough the slum aspect of the present temporary housing in colleges and universities, and they felt that it would better come into the federal assistance bill, which is the one that I referred to, that probably will be reported out very shortly by the Committee, S-712.

But the problem that we have had with that bill is the problem of too many friends, and that is quite a unique experience on the Hill, when you talk about federal appropriations to colleges and universities, in that a number of the Congressmen wanted to introduce the amendment as an amendment to S-1070 on the floor of the Senate.

The Senate Committee has taken the position, there shall be no amendments to S-1070 from the floor, primarily to defeat the Bricker

amendment to the housing bill, which would make it impossible to build housing unless it is to be non-segregated. Bricker, opposed to housing, is introducing this amendment to defeat the housing bill, not because he cares about segregation.

So, if they introduced our amendment and it was approved, then it would break over the Committee's decision of no amendments, would bring Bricker's amendment in, and defeat the whole bill, including this little amendment.

However, it worked out very nicely on the Hill, and the amendment I thought would be introduced this afternoon, and it may have been for all I know, and then would be carried over into S-712. But it will be jointly endorsed by an even number of Democrats and Republicans and will be bipartisan. Most of the legislation dealing with education is bipartisan legislation.

'SECRETARY TURNER: Would you be willing to shift the subject to a question that I know every one of us gets every day; what is going to happen to enrollments next fall? Have you any comment on that?

DR. BROWN: I am glad to make a comment on that, because very few people agree with me. (Laughter)

My own very firm belief is that enrollment next fall will not drop measurably, if any, in terms of the total national picture. I can't say what will happen at Ohio State, or at any Pomona college. But in terms of the national picture, there will be very little drop next fall, and there will be an increase of persons entering for the first time, in September, 1950, at least over the number entering in September, 1949, and possibly back to the highest peak of September, 1947.

Well, now, you ask, what is the logic by which you arrive at that prediction, which is contrary to what most people are saying?

There are two facts. One is that if you study the enrollment of September, 1948, you will discover that the veterans dropped sharply in the proportion in the freshman class, but that freshman classes, or first year entrants, let us put it that way, decreased only four per cent. In other words, the non-veterans almost made up the high number of veterans that were entering our institutions in September, 1946, and September, 1947. And we are certainly a long way yet from making up whatever backlog of non-veterans that still want to get into our institutions.

I question if it is a backlog. My own feeling being that it is an increase in demand, rather than a backlog, that we are now seeing in this increase in non-veterans to replace veterans.

The other fact, one I have already alluded to, namely, that the veteran must have entered upon his training, unless the bill is changed or unless the regulations are more liberal than I think they will be, so as to have been in training prior to July 25, 1951. That means that this tremendous backlog to which I refer, will have

to get in, and start taking advantages of their GI benefits or lose them completely.

Then there is the third factor, which is less important, and that is that those who have discontinued their training, will come back in again for further training, and we shall have a continuing group of veterans through, until 1956 when the bill runs out, at least the bill as now worded.

I may be entirely wrong, and it would be interesting to see in October, 1949, whether I am or not.

The President has asked me to make a brief comment on something I know just a little about. Some of these other fields are my own bailiwick. This one doesn't happen to be. But the question is in regard to development in the testing field.

All of you know that the educational testing service has now combined the three testing services: The college entrance board, the graduate record examination, and the teacher record examination, including the American Council test. That service was granted some \$750,000 grant for the development of new tests, and given a good deal of time in studying what areas should be further developed by the educational testing service.

The one that was being discussed in a conference in which I was in attendance just recently, was in relation to the development of a test to be given at the end of the sophomore year, for the benefit of the very sharply increasing number of students who transfer at the end of the sophomore year. That test, still in its formative stage, would include general education and then include special fields, which the young person might take, including both a major and a minor.

But that is, as I say, still in its formative stage.

I think the important development is this centralization of the testing services under, now, a single administration that tries to view it in terms of the total needs of education above the high school level, rather than in terms of the piecemeal approach of the three special interests that were involved up to this point.

PRESIDENT NEWMAN: The rumor that I had heard was, that there was some move on foot to continue the testing program which is now in the Veterans Administration program, but to continue that on more general basis.

DR. BROWN: Well, there may be two things there that may be of interest to you, and certainly it is a considerable part of guidance. At this meeting, in which we discussed at very considerable length, both with the advisory committee of the Veterans Administration and then with some of the officials of the Veterans Administration, what the regulations ought to include that will go into effect as of July 25, 1951, was the question of how far this can be personalized—I mean, the decision can be personalized as to whether a veteran should be permitted to go on, if he has interrupted his

training, or even whether he shall be permitted to enter into training after that date, if he already has his certificate of eligibility and entitlement. Our recommendation to them was that the guidance services which have been provided by the Veterans Administration, and I think by and large have proven very successful, because it has been almost entirely by contract with the educational institutions, should not only be continued at their present strength, which is diminishing from the high point of two years ago, but should be expanded again, so that these men who fall under either of those two categories, either have discontinued and wish to take up their training, or have taken out their certificate and not entered into training, shall be given guidance and counselling through the Veterans Testing Services, under contract with the educational institutions.

The other thing which has direct bearing upon this whole testing field, and this is still in the formative stage, is a proposed regulation which would affect Selective Service. Here I can refer specifically to the Council's recommendations rather than definitely as to what has been decided, though I can assure you unofficially that the two are very much the same.

The Council has recommended that for students who are subject to induction, there shall be provided a national examination to be given through the educational testing service, and those who meet a certain minimum score shall be eligible for deferment, regardless of the fields in which they are majoring.

Now, the advantage of setting such an examination and such a score is that it can vary with the needs of the nation. If the need is slight, as at present, then the score can be very low and the numbers deferred large. If the need for man power of the military is great, then the number, the score can be set high, and the numbers be kept small.

But I think the important factor is that it would be on the basis of a national competitive examination, with a flexible score, and the student free to select the area of his major.

It is the feeling of the Committee that this might do a very great deal to counteract the tendency of the period from the war and since the war, of focusing and highlighting the physical sciences, and curtailing the concern and the interest in the social sciences, the need for which is infinitely greater, certainly no one, I think, can dispute the fact that it is as great as that of the physical sciences, and if the student thus selected is free to select his field, we will not have the shift into the physical sciences that might otherwise result.

MR. L. K. NEIDLINGER (Dean of the College, Dartmouth College): I just want to try to clarify one thing, Dr. Brown. In the statistics you have been using, I think it was something like seven million men, veterans, who had discontinued training. That does include, does it not, all of those men who have completed their Bach-

elior's work in college, and that for all intents and purposes have actually completed their training, except as they might choose to go on to graduate school?

But aren't those men technically on the veterans' rolls, simply men who have discontinued their training?

DR. BROWN: No, they carry those separately. They may be included in this one figure that I gave. But they are carried separately as having completed their time entitlement.

MR. NEIDLINGER: Most of those men have not completed their time entitlement. I mean, they were Juniors when they went to war. They came back and completed their degree requirement in one year, and they still have three years in which they could use the time for graduate school.

But those of us who have contact with the men, know that while we have had perhaps eight thousand of them go through our one college and there isn't a Chinaman's chance that one hundred of them will go on to graduate school who haven't done it.

It would make a tremendous difference as to what the potential group were that might go on with college, as to whether that type of man is under the Veterans Administration simply on their records as having discontinued training. Is not that true, that that number is within the group that you have used as statistics?

DR. BROWN: Yes, that is very true. On the other hand, one thing that we want to be very sure of, is that that regulation is so written that if the student who has finished his Bachelor's degree and has gone out and got a job, finds out later that a Master's degree is important to him, that he can come back any time in this five-year span from 1951 to 1956, and get his Master's degree.

But you are right that these that have graduated are included in the group who have discontinued training. I wouldn't, myself, quite agree with your implications that almost none of them will go back for advanced degree. Some numbers will. How large, no one knows.

MR. CLYDE S. JOHNSON (Dean of Students Office, University of California, Berkeley): I think it is rather amusing, in the light of our discussion yesterday on counselling, that these veterans counselling centers may be faced with the necessity of making decisions, and discipline in terms of Selective Service or determination of whether the student remain and continue in college.

MR. J. THOS. ASKEW (Dean of Student Affairs, University of Georgia): I would like to know how many institutions here are still granting college credit for general education development tests? How many are still following the practice of giving any college credit at all for any of these tests?

PRESIDENT NEWMAN: I want to have a show of hands on that, but I don't want to have any more questions quite as detailed as that, please. State your question again, and let's get on.

MR. ASKEW: College credit for GED tests. How many grant advance credit to a veteran who comes in? It is a very important question.

PRESIDENT NEWMAN: I am not questioning its relevance. (Raising of hands)

Not too many.

Any other questions?

Please understand that I am not questioning the importance, gentlemen, but we are straying away from some of these general things which we have to do to keep this time moving along. Anything else to ask Dr. Brown?

MR. O'NEIL (LCDR, Ninth Naval District): I would like to remark on something that was asked by Dean Turner to Dr. Brown regarding the question as to why the Army is asking for more candidates for officers when they haven't got the money to educate the men and train them, and so on.

On that point, the Navy feels that there is now a dearth of Ensigns and officers of Junior grade because, as we all get older, of course, those of us who were veterans, if an emergency does come in the next few years, we will probably all be Commanders or Captains, and there wouldn't be anyone to do the work. (Laughter) So the Navy is interested in continuing to get Ensigns in large numbers, into the service. As a result of that, we have just started the ROC program which you are probably familiar with. If you are not, as yet, you will be within the next few months.

The ROC program is designed to allow the group of Ensigns to come into the Navy, beginning this summer, or the next year at the least, within the next few years at any rate, in large numbers.

It operates something like this. Any student who is now enrolled in what we call an accredited college, may apply for this ROC program. He has to be a member of an organized Reserve Unit, and attend drills throughout the years when he is in college, and that is four years. At the end of his freshman year he then goes for six weeks to one of our schools in San Diego, or Newport, and takes six weeks training.

At the end of his sophomore year he does the same thing, takes six weeks training between the sophomore year and the junior year.

When he gets his degree from college, he also gets commissioned as Ensign in the Navy and that, we feel, will provide the Ensigns that we need, in addition to the Academy and the NROTC.

Now, where the Deans come in is this: That we accept students for our schools only if they are from an accredited college, and have the approval of the Deans so far as the good standing of them in the college is concerned. So, if you haven't already, you will be getting applications from these people who we are now beginning to process, and you will have to endorse them so far as the good standing of the individual is concerned.

But that is the reason for it, just to get a lot of new Ensigns continuously, to build up the lower rank officers in the Navy.

PRESIDENT NEWMAN: Thank you very much.

It certainly has been a real privilege to have Dr. Brown with us again. He has frequently come to us in critical times, has always informed us accurately, and when he has been so bold as to make predictions, they have usually come true, so we are delighted to have you here, Dr. Brown. We appreciate your giving us this splendid address. (Applause)

... Recess ...

PRESIDENT NEWMAN: The meeting last year in Dallas voted that a Committee be appointed to restate the aims of the Association, and you received the personnel of that Committee as Committee No. 5 on the back of your program. That Committee was directed to report to the Executive Committee, which has been done. Then the Executive Committee met with the entire Committee appointed to restate the aims of the Association, and at that time authorized the Chairman, Don DuShane, to present that report to this meeting. So at this time I will present Don DuShane of Orêgon.

MR. DONALD M. DuSHANE (University of Oregon): Our Committee was charged with several specific responsibilities and also the general one of going over the constitution to bring it into conformity with current practice, and consequently, we have several recommendations to make, which are virtually routine, and one or two which may arouse an appreciable amount of controversy because of their importance.

I believe that it would be simpler in terms of procedure if we took the least critical recommendations first, and by your leave, Mr. President, I will present them in that way.

I will refer first to the article, as it is, and then to the recommendation of the Committee, and shall present the reasons for the Committee's recommendation.

Article II. The statement of aims now reads: "The purpose of the Association is to correlate and study the most effective methods of service in the field of student welfare for men."

There was a definite mandate at Dallas for a restatement of this paragraph, and expressions of members seemed to indicate that they wanted to include all students, not men alone, and that they did not particularly care for the words: "welfare" or "service," which are currently in this Article.

The proposal of the Committee, reached unanimously and proposed to the Executive Committee, which approved it unanimously, is as follows: "The purpose of the Association is to discuss and study the most effective methods of aiding students in their intellectual, social, moral and personal development."

I move the adoption of this recommendation.

MR. BURSLEY: I second the motion.

PRESIDENT NEWMAN: Is there any discussion? Are you ready to vote? All in favor of this as read will say "aye"; all opposed, the same sign. It is so ordered.

MR. DuSHANE: The next change is in Article III, Section 1, which, since 1932, has read: "Any educational institution shall be eligible to apply for membership."

For some years the Executive Committee has interpreted this as referring to four-year degree granting, accredited institutions, and in order to bring the constitution into conformity with our practice, the Committee has recommended once more unanimously, and with unanimous approval of the Executive Committee, that this section be restated: "Any four-year educational institution approved by its regional accrediting body shall be eligible to apply for membership."

I move the acceptance of this recommendation.

MR. FRANK R. HUNT (Lafayette College): I second the motion.

PRESIDENT NEWMAN: Any discussion on that? Are you ready to vote? All in favor of that will please say "aye"; all opposed, "no." It is so ordered.

MR. DuSHANE: The next change is Article III—same Article—Section 3, which now reads: "The dues shall be ten dollars (\$10.00) per year payable October first of each year."

I don't know how many years ago, Fred, this was changed to \$12.00.

SECRETARY TURNER: It was changed by action of the convention.

MR. DuSHANE: So that need not be brought up?

SECRETARY TURNER: It was changed by action of the Convention, but this would reaffirm it for the constitution.

MR. DuSHANE: I move that the present practice be affirmed by vote of this body.

MR. ED. L. CLOYD (North Carolina State College): I second the motion.

MR. JOSEPH A. PARK (Ohio State University): I would like to speak on that motion. This \$2 registration fee bothers me. I would like to move to amend the motion to read "\$15.00" and eliminate this individual \$2 registration.

MR. ARCH B. CONKLIN (Bowling Green State University): I second the motion.

MR. VICTOR SPATHELF (Wayne University): Most of us come

with sufficient expense accounts to take care of normal expense accounts; there are some who do not. That is especially true among Assistants and Junior Deans who come here, on a day rate basis, and have to stretch to make ends meet.

PRESIDENT NEWMAN: Just by way of clarification, I should like to explain that the dues, of course, will be by institutions only. The registration fee, of course, is by individuals.

Anyone else have anything to say on that amendment?

MR. J. H. JULIAN (University of South Dakota): If the \$15 will handle it, they will get by cheaper than everybody paying a registration fee, if the institution pays the expense account.

PRESIDENT NEWMAN: Any other discussion on that? We will vote on the amendment first. All in favor of having the dues \$15 instead of \$12 as now proposed—with no registration fee to members.

Do you accept that, Joe? "With no registration fee to members."

MR. PARK: Certainly.

PRESIDENT NEWMAN: Show of hands. All in favor raise your hands. Just vote by institutions now. One man from each institution. All right. All opposed, "no." It is carried.

Then we will vote on the motion to change the constitution to read from "\$10" to "\$15." My technical friend here insists it is \$12. \$10 as stated in the constitution; \$12 as changed by the convention in due course; as raised to \$15. All in favor please say "aye"; all opposed, the same sign. It is passed.

MR. DuSHANE: Next recommendation, still Article III which currently has five sections. It is proposed that we add a sixth section, to read as follows: "Former representatives of member institutions currently bearing other educational responsibilities, or associated with business or industry, may participate in meetings, but have no vote. On payment of publication fee they may continue to receive the news letter."

The Dallas meeting considered extending membership to business and industry and overwhelmingly, by more than ten to one, voted that that should not be done. It was our feeling, however, that there might be somewhere between six and a dozen former members of this Association, now Presidents or with corporations, or in some other field, not currently ours, who would appreciate having the privilege of receiving our publications and paying a nominal sum for that, and whom we would, of course, whom we always have, of course, welcomed on the floor at our Conferences.

I will read it again: "Former representatives of member institutions currently bearing other educational responsibilities or associated with business or industry may participate in meetings, but

have no vote. On payment of publication fee they may continue to receive the news letter."

I move this amendment.

MR. GARNER E. HUBBELL (The Principia): I second the motion.

PRESIDENT NEWMAN: Question has been called for. All in favor please say "aye"; all opposed, the same sign. Carried.

MR. DuSHANE: The next recommendation, Article IV, Section 1, now reads: "The officers of the Association shall be a President, Vice-President and Secretary-Treasurer, charged with the duties usually ascribed to such officers."

We propose that in place of "Vice-President," we state instead, "two Vice-Presidents." I move this amendment.

There are a number of reasons which seemed to us to make this desirable, and maybe we should take the next amendment along with this, Mr. President. If you will stay in the same Article, and move down to Section 5, which explains the composition of the Executive Committee, we propose here also to make a change. The "two Vice-Presidents" is the first change, and as it now reads: "There are two other members appointed by the incoming President" in addition to the officers. Because of the growth of the Association, because of the desirability of having geographical representation—and it is a nation-wide organization now—because of the desirability of having representation differing according to the types of institutions represented, it was deemed wise to expand the size of the Executive Committee and to increase the number of Vice-Presidents.

The current practice on the Executive Committee is to have five members in addition to the officers, appointed by the President each year. Each year he has found that some members of the Executive Committee have certain responsibilities which are not wholly discharged in the space of one year's appointment, and those members should be continued on the Executive Committee.

At the same time it is desirable to have new members on the Executive Committee. The only objection which we could think of to this change had to do with increasing the labors involved in polling members of the Executive Committee, which in the past would have been substantial because it was the practice to send one letter down the list; the first man send it to the second with his comments or vote, and the second man to the third.

President Newman's regime has changed that and the Secretary now polls the members of the Executive Committee by simultaneous carbon copies fanning out over the country and coming back from more members much more quickly than was ever the case when fewer members were polled seriatim. We are proposing then these two changes in Article IV; that will be "two Vice-Presidents"; and that there be "five members" allocated to the President to appoint in addition to the officers.

PRESIDENT NEWMAN: Is there a second on the matter of the one having two Vice-Presidents?

MR. ROBERT E. BATES (Virginia Poly. Inst.): I second the motion.

PRESIDENT NEWMAN: Any discussion? All in favor please say "aye"; all opposed, "no." It is carried and so ordered.

Now, do you move the second one?

MR. DuSHANE: Yes, "five" instead of "two."

PRESIDENT NEWMAN: About the Executive Committee, "Five" in addition to the officers, which really is a confirmation of what you have. Is there a second to that?

MR. CLOYD: I second the motion.

PRESIDENT NEWMAN: Any discussion?

SECRETARY TURNER: Point of order. You will have to amend line two of Section 5 to state "Two Vice-Presidents." You will have to add "two Vice-Presidents" there in addition. Can't that be added right into the amendment?

MR. DuSHANE: That is correct and also in the last line of Section 5. That "two" would be deleted.

PRESIDENT NEWMAN: "Two new members" would be deleted. ". . . new members" is what it would be. You might have more than two. Any further discussion on that? All in favor please say "aye"; all opposed, "no." It is so ordered.

MR. DuSHANE: The next recommendation, also Article IV, and this also is simply placing in the constitution present practice of the Association—a new Section 8. Currently there are 7. Section 8 would read: "There shall be a permanent Committee on Nominations and Place, consisting of those Past Presidents of the Association in attendance at the Annual Meeting. The Senior President present, shall be Chairman."

It might be explained that the argument against this was that the Association had been inbred and was controlled or was thought to be controlled by some persons by a self-perpetuating inner circle.

It was the feeling of our Committee and of the Executive Committee, that this problem could best be met by means such as were instituted this year with the reception committee, and by the consciousness of our officers that there was such a feeling on the part of some members, and that the advantages of having the Past Presidents serve as a Committee on Nominations were sufficient to outweigh these other considerations. The advantages are two in number. The Past Presidents are disinterested and devoted. Secondly, if anyone other than Past Presidents is placed on a Committee for Nominations, you run the risk of removing that man from consid-

eration for office. And we thought that that was not a wise thing to do, risk appointing to the Nominations Committee a man who might himself be subject to draft by that Committee were he not on it.

I move the adoption of this amendment.

MR. EARL C. DAVIS (Centre College of Kentucky): I second the motion.

PRESIDENT NEWMAN: Any discussion on this? Ready to vote? All in favor please say "aye"; all opposed, "no." It is carried.

MR. DuSHANE: The last and final, and first in point of constitutional order of our recommendations had to do with Article I, which now reads: "The name of this organization shall be the National Association of Deans and Advisers of Men."

The question of a change in name has been under consideration for many months. In the year prior to the Dallas meeting, a special committee of the Association sent questionnaires, elaborate questionnaires to all of the members on this point, and on other points. The matter was discussed at Dallas rather fully. It was voted to keep the present name. It was, however, evident that there was widespread feeling on the part of our members that the present name was not adequately descriptive, nor wholly accurate in terms of the membership of the Association, as it has developed in recent years; but that it was an inability to agree on any one of many alternative names, each of which seemed undesirable in itself, in comparison to what we then had that led to the decisiveness of the vote.

There was in the reports sent back to the Committee which circulated the questionnaire and there were expressed on the floor at Dallas, a number of comments. The general opinion was that a better name might be found, but that that time was not yet.

That the maleness or designation of maleness ought to be retained (laughter)—the masculinity ought to be. In our Committee's deliberations we took that into consideration. We also tried to avoid one word which is a red flag to at least some of our members—"personnel."

We considered many titles, all of those suggested last year, and all of those we have been able to think up in the months between; and among those was the suggestion that reference be made in the title to Student Deans. It was pointed out that Student Deans are students. I have already explained the Personnel Deans. Another one was Deans of Men and Students, and we felt that differentiated unfairly, (laughter) between men and their coeducational classmates.

The Committee, however, in a joint session with the Executive Committee, did approve unanimously, and it was agreed also without dissenting vote by the Executive Committee, that an acceptable title had been found; and the proposal the Committee makes, which has the approval of every member and of every member of the Ex-

ecutive Committee, is that this Article read henceforth: "The name of this organization shall be the National Association of Deans of Men and Deans of Students." This retains the Deans of Men. It places it first. It retains the maleness or masculinity. It does not encroach upon the field of the A.C.P., and yet at the same time, it does meet the major part of the complaint and of the unrest which was noticeable prior to the Dallas meeting.

It brings the Deans of Students into the organization. There are currently two major classes of members: Those Deans of Men who are in institutions either not coeducational or which have not yet had a concentrated responsibility in student affairs, and those Deans who serve in institutions which do have a concentrated responsibility in student affairs.

I will read it again. "The name of this Association shall be the National Association of Deans of Men and Deans of Students."

I move the adoption of this recommendation.

MR. HUBBELL: I second the motion.

PRESIDENT NEWMAN: Any discussion?

MR. DANIEL D. FEDER (University of Denver): Does that automatically then make eligible in this Association about 12 or 14 women who now bear the title of Dean of Students, and another dozen or so who bear the title of Associate Dean of Students?

MR. DuSHANE: That point, the point of whether or not this would open the doors to women as representatives, was discussed at every session, and we had it constantly in mind. I think that some of the members had particular persons in mind. (Laughter) It was our opinion that we retain the name "Men" in the title; that the Executive Committee has, as it has had before under Article III, discretionary power in case of every application for membership.

Our statement is that institutions shall be eligible to apply for membership, and that we did not regard this as a present danger.

PRESIDENT NEWMAN: Any other discussion? I think Don forgot to mention the continuity that would follow from that Association, to Deans of Men.

MR. ROBERT M. STROZIER (University of Chicago): Mr. Chairman, I should like to offer an amendment to the proposal. I am totally in sympathy with the recommendation, but I think we should keep the euphonious title of NADAM to designate this organization even though the official title be something else. I should like to propose that we still have the NADAM Blast and the NADAM Meeting although we don't use the official title.

MR. FEDER: Not having participated in the Dallas deliberations, I speak with some degree of ignorance and humility. I trust

that my humility will be recognized in this situation. I realize the desire on the part of the membership to broaden the scope of this organization by appropriate change of title. I would like to point out, however, that my earlier remark was not—or rather, my question was not made facetiously. It was a serious question. I would like to point out further that the new title would be even more restrictive than any of us think at the moment.

In a recent survey of directors or chief personnel coordinators or officers, whatever you will, at colleges and universities, some 30 different titles were turned up around the country. By this present motion, we would hold membership open only to Deans of Students and Deans of Men. I would call your attention to the fact, gentlemen, that there are directors of student personnel doing the same job as Deans of Students. There are Deans of Student Personnel Services. There are Deans of Student Affairs, Deans of Student Life, etc., ad nauseam.

I think the proposed change, gentlemen, speaking merely as one member, would be most ill-advised.

PRESIDENT NEWMAN: May I ask you what you would suggest, sir?

MR. FEDER: You may sir; but like a great many others who received the questionnaire, I was perplexed and unhelpful.

MR. DuSHANE: It was our feeling that it would be impossible to obtain an accurate, descriptive title which would include every person who might occupy a position, the general nature of which is explained by one of these two titles.

There were on our Committee three Deans of Men, two Deans of Students, and one Director of Student Affairs. It was our feeling that what we needed most was a term which would admit to membership, which would enable Deans of Students and Directors of Students' Affairs, and other persons, whose numbers are legion, to explain to their presidents in connection with travel funds, to explain to their colleagues as to what they were doing, that when they went to a meeting it was a meeting which was for Deans of Students as well as just Deans of Men.

SECRETARY TURNER: May I speak to that, please. Mr. Chairman. I think I can cast a little light on how that title was reached. We certainly wanted to retain this historic title, "Deans of Men." This organization was founded 31 years ago as an Association of Deans of Men; and I think it is a good deal in some respects like the New England School Masters who don't have a School Master in the crowd, if I am correct, at the present time. Therefore, we wanted to retain the title "Deans of Men."

I think the second thing that influenced our reaching the decision, "Dean of Students" is the second part even though it doesn't cover many of the other titles and, Dan, our last survey showed 52 dif-

ferent titles, so we do have plenty of them. But we were influenced by John Dale Russell's statement which appears in the front of the most recent American Council Guide, in which he states quite definitely that while there are many titles given to the office, the general appellation is Deans of Students; and I think that was the guiding factor in our reaching this decision. It will not bar from membership the others, of course.

PRESIDENT NEWMAN: The membership is not going to be changed at all. It is still open. It is just a question of designation.

MR. EDWARD M. CARTER (Park College): Park College is a member, and we are considering changing the Dean of Women and Dean of Men into both Deans of Students, co-equal; and it is going to be very awkward to tell the female branch to come.

PRESIDENT NEWMAN: Well, we will tell her that if you want. (Laughter)

MR. STROZIER: I withdraw my amendment and call for the question.

PRESIDENT NEWMAN: I don't want to shut off discussion on it, really; but I would like for you to vote because I am getting hungry, too. If there is no further discussion then, we will vote. All in favor of this change—. You want it read again, or are you satisfied?

. . . . Calls of "question" . . .

PRESIDENT NEWMAN: Remember, only one from each institution voting.

Will all in favor of making this change of name as read stand and count off. (Result: 65) All opposed now stand and count off. (Result: 36)

That amendment fails because it does not get the two-thirds vote—65 to 36.

MR. DuSHANE: Mr. Chairman, it was so clearly our conclusion after we had studied this and made our recommendation and met with the Executive Committee and had their confirmation, that this was the only change which would have any chance of success, and the margin of the decision here this afternoon is so narrow that I would like, not as Chairman of the Committee, but as a member of the Association, to ask the President and Secretary if it would be possible to call for a mail ballot at which all institutions could be represented?

MR. JOHN F. QUINN (Rhode Island State College): The constitution, Mr. Chairman, clearly states, "At the Annual Meeting."

MR. ARNO J. HAACK (Washington University): It seems to me that in view of the difficulty that many of us have seen in this problem, that is the fact that defined essentially as a Dean of

Men's organization, we are so thoroughly out of step with a good part of the trend, I am curious to know whether those who have opposed this change have any positive answer to the problem. It seems to me there is a problem. I have faced it in several parts of the country. Certainly there is misunderstanding. There is confusion back on the home campus. This issue is not all important as name, but I think it is important in concept, and we are defining ourselves considerably less than what we are.

MR. BAYLEY: Mr. Chairman, I voted for the motion but I believe that even if it be a matter of sentiment for the name which we have borne for so many years, that that alone ought to be sufficient, and that we ought not at this time, since a vote has been taken, ask those persons who voted against it now to state their reasons. It seems to me it would be highly improper to ask them to do it.

. . . Vice-President Knapp assumed the Chair . . .

PRESIDENT NEWMAN: Gentlemen, I have asked Vice-President Knapp to take the Chair because I want to make this statement, and I make it as a post mortem, and I am not trying to influence your decision. I said something yesterday about the reproduction of people to take our places in these offices. That is a matter of training, and for the new men who are here, I want to say at this time that you have heard many people say that there is no training for this work. Let me remind you that that is the expression of an individual, and that there are other individuals in this same group who feel differently. That is one of the strengths of this organization.

By the same token, I am thinking of the future of this organization, which as I said, we all love. Many of us love it with deep affection.

It does not affect the membership as now constituted. We know that these individuals are going to continue to be loyal to the group and to the Association regardless of name; but we also know that there are many people, many officers, who are not being attracted to it who should be in it, who are doing types of work and should be in it. Not only is it hurting the men who are trying to get their travel expenses approved, but there is also the matter of "Where are you going?" "I am going to a Dean of Men's meeting." "Well, I thought you were a Dean of Students."

That kind of thing is small talk. You say, "What difference does it make?" It makes a great deal of difference. One man made the comment that he had been trying to get other Deans of Students and Directors of Student Life and those other titles in his area to come to this meeting. He explained to them what the work is, and they say, "Well, look at the name."

Well now, we can say, "We don't want them" if we want to. We can say, "We are all right." But when you become self-sufficient, you

are on the way to trouble because sooner or later there is going to be somebody who will be replacing you. We won't have this membership. There is a pretty rapid turnover of membership. That is the reason I thought the time had come to have another vote on this change of name. I realize that a lot of sentiment is involved here, but it is going to take more than sentiment to keep an organization going.

Maybe we don't look down our noses, but out of the corner of our eyes at other organizations, and I am afraid—this is just a person speaking, not the Association—that there may be another organization in the course of a few years, made up of the Deans of Students, and those with broader programs, and I think that would be most unfortunate because the two are definitely inter-related and interlocked, and when you have that split then you weaken both groups as a matter of fact.

That is the statement I want to make at this time. It is personal. It is merely an observation. It is an individual one. But I thought it was very much to the point, and this thing has come back this time in surprising pressure, and that is why the Committee deliberated on it at considerable length yesterday and made this recommendation.

CHAIRMAN KNAPP: Any further discussion?

MR. R. S. GRIFFIN (University of Nevada): May I speak with a great deal of humility and a certain amount of trepidation here. I did not vote because my institution is not officially a member of the organization at this time. Therefore, I am impartial, I hope. I have a suggestion to make here, offered simply for your consideration. The following name: The National Association of Administrators of Student Life for Men.

MR. CLARENCE E. DEAKINS (Illinois Institute of Tech.): I am a Dean of Students, but I voted against it for one reason. It seems to me that to have in our title "Dean of Students" and then refuse to admit all of the Deans of Students in women's colleges throughout the United States was rather incongruous. Therefore, I voted against it.

CHAIRMAN KNAPP: It is also an incongruous statement in there that you changed already, to state that it has jurisdiction over students instead of over men. So you have already voted that, you see. Now you have the National Association of Deans of Men, and you are dealing with students in those different areas.

MR. GRIFFIN: I am also an adviser of men, however.

MR. NOWOTNY: Mr. Chairman, last year at Dallas, a motion something like this was voted on. I think the National Association of Deans and Advisers of Students was voted down three to one or something like that. This year we voted for a proposal, approx-

imately two to one, which shows the trend, and I am a person who likes to make progress slowly. You notice I am pretty conservative this afternoon. I think a study has been made. I voted for the motion. I call your attention to the fact that Vic Moore and Joe Bursley, for example, attended the NADAM Meeting, as Dean of Students, for 20 some odd years and nobody barred them. Dean Moore was Dean of Student Life. Excuse me, but that is the same thing; the same functions. And I believe that this Association finally will adopt the motion that was made this afternoon. The very fact that the men, like the gentleman from Chicago, Bob Strozier, got up and wanted to keep the name NADAM is significant. I think a lot more of Bob for making that motion. He wanted something kept for the past, and yet he wanted to look ahead.

So I am kind of happy about this thing. I think next year the vote will be about ten to one to change it to that name. I voted for it. Let's think about it.

I would just like to make this observation. I have gone to A.C.P.A. I am a member of it. I am going to Chicago. If you want to know the difference between this organization and that one, just go and observe. You can take one of those meetings every five or six years. (Laughter) I say that with all due respect to some of the members present who made a fine contribution. The best contribution made, in my opinion, last year was made by members of this Association, with the exception of Dr. Wrenn, who made a fine contribution to our meeting. I hope we are big enough to not resist all changes and I am always going to belong to NADAM no matter what you call it, and if some gal is smart enough to get elected Dean of Students in some institution and merit that title, I may let the old gal come in. I don't know. (Laughter)

CHAIRMAN KNAPP: "Shorty," is that a suggestion, or are you moving that the discussion be postponed until the next convention?

MR. NOWOTNY: Let me add one thing. We worry about traffic problems in our cities and what have we done? Decentralized them. The American Library Association had 20,000 people at its Association last year in San Francisco. If you want bigness you are going to lose something. I think the bunch who made this organization great did it because it has been fine and personal. Any time you belong to something that gets beyond 200 membership, it is going to lose that personal touch. Yet we don't want to be accused of being selfish, exclusive, snobbish or old-fashioned. But I think the motion has failed and if a motion is in order I would like to move that we appoint another Committee to study it and bring in a report next year wherever we go.

MR. CLOYD: I second the motion.

CHAIRMAN KNAPP: Is there any discussion? All those in favor signify by the usual sign. Opposed. The motion is carried.

... President Newman resumed the Chair ...

PRESIDENT NEWMAN: I hope that this Committee which will be appointed by the new President will have the benefit of the suggestions of the opposition, or rather the successful people here. I wish that we could have had more discussion before the vote. It was all one way. So make that as a suggestion, that you please make your positions known. You may have arguments that we do not know about. We might change. Maybe it is something else. So I hope you will make your positions known so the question may be considered from all angles.

But I say this: That regardless of the vote, nobody feels bad about it and everybody is happy. We can resolve our differences here very quickly. So no harm has been done.

Before the report of this other Committee, I want to make this announcement for all members of the National Inter-Fraternity Conference Educational Advisory Committee.

... Announcement of Committee Meetings ...

PRESIDENT NEWMAN: I should like to call on the Chairman of the Committee on Nominations and Place, Joe Bursley, to make a report at this time.

MR. BURSLEY: In making this report, I hope it won't occasion quite as much discussion as the last recommendation of the Chairman of the previous Committee.

Our Committee met yesterday and considered a number of invitations from various cities about the country. We had one which we were all very glad to receive, and which we recommend be accepted, and that is the invitation of William and Mary College at Williamsburg, Virginia, to meet there the week ending March 18th, 1950.

I move you the acceptance of that recommendation.

MR. ROBERT W. BISHOP (University of Cincinnati): I second the motion.

PRESIDENT NEWMAN: Any discussion? Ready to vote? All in favor please say "aye"; all opposed. The motion is carried.

MR. BURSLEY: Now for the officers for the coming year, we recommend the election of Fred Turner of Illinois as Secretary-Treasurer for a period of three years, beginning after this meeting. I might say that it has been customary for the Secretary-Treasurer to be elected for three-year terms.

For the position as Vice-President, we recommend the election of Dean Newhouse of the University of Washington, and Dean Somerville of Ohio Wesleyan University.

For President for the forthcoming year we nominate Dean Neidlinger of Dartmouth.

I move your acceptance of these recommendations.

MR. HUBBELL: I second the nominations.

PRESIDENT NEWMAN: Any discussion? Any other nominations?

. . . "Question" was called for . . .

PRESIDENT NEWMAN: Ready to vote? All in favor of the officers as nominated please say "aye"; all opposed, the same sign. It is carried.

Of course, now we will have some oratory of a rare sort. We would like to have some acceptances from these men. "Pudge," will you come around and give us the benefit of your eloquence. (Applause)

PRESIDENT-ELECT L. K. NEIDLINGER: Gentlemen, I appreciate the kindness with which you have appeared to accept the steamroller tactics of the Nominations Committee without requiring a two-thirds vote, or without disqualifying me because I am a Dean of a college instead of a Dean of Men or Dean of Students. All I can say, with one eye on the clock, is that I appreciate the honor you have done me, and I shall do my best to carry on as my predecessors have and to do what can be done as always to make progress through this organization. Thank you. (Applause)

PRESIDENT NEWMAN: Dean Somerville. (Applause)

VICE-PRESIDENT-ELECT J. J. SOMERVILLE: Mr. Chairman, Gentlemen: I wish to thank you very much for this honor. I think it has been bestowed upon me twice this afternoon. Someone came and asked me about this question of two Vice-Presidents. You passed that resolution for two. I didn't know there had been a deadlock on any Committee as to who would be the Vice-President, but at least you made it possible to have two. I must have been the second choice. (Laughter and applause)

PRESIDENT NEWMAN: I understand that Newhouse went into town. Has he returned? Well, I suppose we won't have any words from him.

What about a speech from the Secretary-Treasurer? (Applause)

SECRETARY TURNER: Gentlemen: I think it is a good chance that we will have the minutes of the 1948 meeting by the time you get home. (Laughter)

PRESIDENT NEWMAN: Ted, how long is your report?

MR. FRANK C. BALDWIN: About two minutes.

PRESIDENT NEWMAN: I am going to take the liberty of calling on Ted Baldwin to give his report at this time. This is the report under Cooperation with the American Institute of Architects.

MR. BALDWIN: Mr. President, the Committee was appointed in October, 1947, by Dean Cloyd, who was then President of our NADAM, and it was to cooperate with the American Institute of Architects in the meeting of standards and planning of residence halls.

That Committee received a questionnaire from Mr. Taylor, which we discussed and corrected the questions and other methods of answering them; and then in turn, he sent that out all over the country; to many of you, who answered them and sent the results in.

As a result of that questionnaire, and the answers which came in, was published this booklet that I am sure many of you have seen, the Bulletin of the American Institute of Architects, and that appears in the November, 1948, issue on pages 9 and 24 thereof. And the whole report is in there as to the findings that he had, from the answers to your questionnaires.

Then, as a result of this, our Committee felt as though there was a little more information we would like to get on our own. So we sent out a questionnaire just before Christmas last year, which 133 of you very kindly answered; and this summary has been made and it is out on the desk by the registration booth there, and if you would like to read it, we will be glad to have you take one of these, look it over, and if you have any questions as to more information you would like, we have a large supply of material down here, and I will be glad to give you any specific information you want.

But I certainly won't go into that tonight. That, Mr. President, is the report.

MR. HUBBELL: Mr. President, I happen to be on that Committee and I think Ted is modestly running out without taking full credit for it. I don't know how the other members of the Committee feel, but I realize he did most of the work in his own office. We wrote and sent a few things along, but I think he deserves unusual credit for it.

PRESIDENT NEWMAN: Thank you. Any other discussion? I would like to have a motion that it be received.

MR. BURSLEY: I move it be received.

MR. KNAPP: I second the motion.

PRESIDENT NEWMAN: Any discussion? All in favor say "aye"; all opposed, "no." It is carried.

I should like to ask at this time that the representative of our host institution next year, Dean Hocutt of the College of William and Mary, stand, so you can see him.

MR. JOHN E. HOCUTT (College of William and Mary): There was a lot said here yesterday about Mr. Jefferson. I am glad that you people will be coming to the institution where Mr. Jefferson went to school. I am glad you will be there next year. Thank you. (Applause)

PRESIDENT NEWMAN: The meeting is adjourned until the banquet.

. . . The meeting recessed at five-fifty o'clock . . .

BANQUET SESSION**Friday Evening, April 15, 1949**

The Annual Banquet convened at eight o'clock, P.M., President J. H. Newman, presiding.

Editor's Note: The banquet program was arranged as an informal occasion, consequently no complete transcription was made of the proceedings. FHT

President Newman made numerous introductions early in the program including:

Mrs. L. K. Neidlinger, wife of the President-elect;

Mrs. George Seulberger, wife of Dean Seulberger of Northwestern;

Mrs. Fred H. Turner, wife of the Secretary.

Persons who participated in the program included Dean Robert Strozier of Chicago, Dean J. A. Bursley, Michigan, Judge Frank Myers of the National Interfraternity Conference, President-elect Dean L. K. Neidlinger of Dartmouth, Dean George Seulberger of Northwestern, and Dean Garner Hubbell of Principia.

Past Presidents in attendance and their wives:

Dean and Mrs. Arno Nowotny, Texas;

Dean and Mrs. Don Gardner, Akron;

Dean and Mrs. J. H. Julian, South Dakota;

Dean and Mrs. J. A. Park, Ohio State;

Dean Jorgen Thompson, St. Olaf;

Dean Ed Cloyd, North Carolina State.

Other introductions with Dean Newman's recorded comments included:

PRESIDENT NEWMAN: We have some Vice-Presidents. This afternoon, there was some comment made about having two, and I will take them in alphabetical order. I am not going to have any favorites.

Dean Newhouse, Vice-President, from the University of Washington.

Dean Joe Somerville of Ohio Wesleyan, is the other one.

Now then, there is an unsung group here that I want to present. I want the host deans of this Association to stand, and their wives with them if they are here. If you have ever entertained this Association at your institution, you have certainly rendered yeoman service, and we want to have you stand.

There is Perry Cole and his wife right over here. Who else? "Shorty" Nowotny, Bostwick out at New Mexico, Tate of S.M.U., Park here of Columbus. Who else? Turner, Stratton, and Walter of Michigan, George Davis of Purdue. Paul Trump, Wisconsin, and Mrs. Trump, will you stand please.

These are the host deans who were there at the time the Association was there. Anybody else now? Stone, U.C.L.A. But somebody here said it was in '31.

Now, I want to present someone who has certainly kept the wheels moving here, and we all well know it. I want Miss Hazel Yates, Secretary to Dean Turner, to stand. She has manned the registration desk and kept everything going. Miss Yates. (Applause as she arose)

Now, I would like, in connection with this group that I have introduced, to have John Hocutt, the host Dean for next year at William and Mary in Williamsburg, to stand. (Applause as he arose)

At this time, there is another man here that I was going to present. I didn't know when, but now is a good time. I want Joe Isen, the recorder or Secretary to stand, because he is an old-timer in the organization. He does all the work in writing, and never says anything. Now that is a virtue in this organization. (Applause as he arose)

Let me see, did I present Blair Knapp? Blair Knapp, Vice-President this year. Stand up, Blair. (Applause as he arose)

At this time, I do want to make a serious statement. I want to refer to something that is usually taken for granted, and I think that is always unfortunate. We have in this meeting, in this Association, one individual that we take for granted. He is a hard worker, a tireless worker. He begins early and works late. He provides the real heart of this Association. We have had a lot of deans who have given us spirit, who have given us philosophy, whom we refer to as the former greats, but he is a present great. All of us call on him, both in meetings of the Association, and as an individual when we return to our homes, and we know that he always responds. Not only does he get out a newsletter that has information about our work, that has news about our fellow members, but there is always a spirit running through the paragraphs.

When there is a meeting, he arrives early, makes all of the arrangements for the meeting rooms, for all the endless details, and I declare, they are endless. You have no idea how many there are unless you have seen him in operation.

He gets things organized. He indoctrinates green Presidents. He takes care of the registration. He takes care of the Press. He takes notes all the time. He arranges for the tables at the banquets. And then if he attends some meeting, he takes notes on that meeting, and he disseminates that report or that information to us. We attend practically every meeting that he attends. And with all of that work, he is always friendly, cheerful, good-natured, good-humored, always unselfish and always helpful, gracious and loyal.

Of course that means that that is Fred Turner, and I want us to give him a hand. (The Assembly arose and applauded)

(At this point Dean Newman called upon Dean William Tate of

the University of Georgia for brief informal remarks. Dean Tate was most accommodating and entertained the group for some time.)

PRESIDENT NEWMAN: We are very glad to have some entertainment tonight by some of the students of Northwestern, and I am going to ask Dean Seulberger if he will M. C. whatever is necessary to be M. C.'d.

. . . Entertainment by students of Northwestern University . . .

PRESIDENT NEWMAN: Dean Seulberger, I hope you will convey our appreciation to your group of students. We thoroughly enjoyed it, every bit of it. We wish they could have stayed, so we could have thanked them in person.

I am going to present Judge Myers to you for just a few seconds—not in the entertainment line. He has something to say to you. Judge Myers. (Applause)

JUDGE MYERS: I have taken many places on programs, on events, but I have never been an anti-climax before, and I certainly am it this evening. I just forgot to make the most important announcement I was sent here for, and if I don't make the announcement, aside from the fact that I want to make it, I won't get my expenses paid to this meeting.

I have come to extend to you not only a cordial invitation, but an urgent invitation to come to Washington at Thanksgiving. For the first time in many, many years, and certainly for the first time, except for one other instance when it was held in Chicago, the National Interfraternity Conference will meet in Washington, at the Mayflower Hotel, which is the best that we can offer you in Washington.

I am very anxious to have a large attendance of Deans. I know at the last meeting of the Interfraternity Conference, many of you were disappointed in coming. May I give you my personal assurance that you will not only have a place in the program, but a part in it. You will be able to select that part. You will have a whole day's luncheon to yourselves, so that you will not be disappointed, I assure you, and you will have ample opportunity to get together.

PRESIDENT NEWMAN: Now I have to introduce, I am glad to introduce, George Davis. Recently, the Indiana Society of Chicago held a banquet at the Stevens Hotel, and they charged \$25 a plate. There were 1,000 in attendance, and the featured speaker of the evening was our speaker this evening.

This is the Centennial of James Whitcomb Riley, the Hoosier Poet, and George Davis is one of the foremost interpreters of Riley. So I give you our own George Davis of Purdue University at this time. George. (Applause)

MR. GEORGE E. DAVIS (Purdue University): Mr. President and Ladies and Gentlemen:

I think as far as my story is concerned, I better confine myself

to some stories that have come to me from various sources in Indiana that relate directly to Mr. Riley.

George Ade one time said that 97 per cent of the people of Indiana were literate and 100 per cent could quote from Riley; and that is almost literally true, because the average Hoosier can quote from one or more of his stories, or can tell you a story that has not reached your ears. Two or three of these stories you might be interested in.

I would remind you that James Whitcomb Riley wrote about the common things of life, in a common language, and primarily, I think, for the enjoyment of common people.

. . . Mr. Davis continued, reciting selections from the works of James Whitcomb Riley, interpreting in an excellent manner, the dialect and dramatic content of the poems . . .

PRESIDENT NEWMAN: George, we certainly thank you.

That is all. The meeting will assemble in the morning promptly at nine o'clock.

Thank you.

SATURDAY MORNING SESSION

April 16, 1949

The Convention reconvened at nine-twenty o'clock, President Newman, presiding.

PRESIDENT NEWMAN: At this time, I would like to present a few people here.

This is Mr. William Alderman of Cincinnati, the Secretary of Phi Eta Sigma. He is also Assistant Dean of Men at the University of Cincinnati. We all know what Phi Eta Sigma means to this Association and to its members.

Bob Bishop here is a mogul of O. D. K., at Cincinnati. Of course, they might not know you, Bob.

Now, is Sid North in the room? Sid North is an Alpha Phi Omega man, who also represents an affiliated interest of ours.

At this time, we will have the reports and conclusions and recommendations of the Sectional Meetings. If you do have something that you think is of interest to this group, we want to have it.

Number 2, "Trends in Student Government," Blair Knapp.

MR. KNAPP: We had a very interesting meeting, general agreement, and no report.

PRESIDENT NEWMAN: Number 5, "Problems of Assistant Deans," Bob Gordon.

MR. ROBERT GORDON (Assistant Dean, University of Texas): The sectional meeting of Assistant Deans was held Thursday, April 14, from 4 to 6 P.M., with an attendance of some 18 Assistant Deans.

In an attempt to make this meeting valuable for those present, the general design of the program was most informal.

The Assistant Deans did go beyond complaint to suggest positively their ideas. The real value of this sectional meeting was in its "swap shop" technique in which many experiences were shared. We know that the Old Guard of NADAM will be most pleased to know that the new Assistant Deans present at the section meeting commended NADAM for its welcome to them and at that point did definitely wish to go on record in saying that they were treated cordially and made to feel as members of the Association.

Two recommendations were made:

(1) In light of the discussion on qualifications and training for deans, the Assistant Deans believe that a need exists for a committee to be appointed by the President to study the feasibility of establishing an in-service training program for Assistant Deans which may be adopted by member institutions.

(2) That the opportunity be given Assistant Deans for a sectional meeting again at the 1950 NADAM meeting.

PRESIDENT NEWMAN: Very good. I will go on to these others, meeting of institutions by sizes of institutions.

"Institutions up to 1,500 Students," Dean Clippinger.

MR. FRANK W. CLIPPINGER (Dean, Drury College): The meeting for institutions with an enrollment of 1,500 students or less was one of those "What-do-you-do" sessions. Thirty-six institutions were represented, and everybody had something to say.

Three topics received special attention:

(1) Career Conferences. Eight colleges have recently held such conferences. They are considered valuable, though somewhat expensive. Details of the program at Oberlin may be had by writing Dr. Dean Holderman, at Carleton from Dr. Leith Schackle.

(2) Techniques for Saving the Student Who Is Doing Poorly. The opinion was expressed that if admissions policies are sound, the problem is primarily one of adjustment.

In addition to such suggestions as a time-to-study course and "get him out of courses he is sure to flunk as soon as possible," were these: Carry such students for at least a semester, even for a year; and provide tutors at college (or fraternity) expense.

(3) Testing Programs. Graduate record examinations are required in nine institutions, are available in ten more. The senior comprehensive in the major is common practice. Ten institutions have a sophomore comprehensive, but its value is questioned. Orientation testing programs seem to serve primarily to section the entering students. There seemed to be little faith in the value of personality inventories taken by the entering freshman.

In addition, we learned that about half of the colleges represented expect a decrease in enrollment next year. A few of these are deliberately cutting back; more are finding a sharpening of competition for students. Fewer students may mean that the Dean of Men may pick up extra duties. There seems to be a trend of that sort already.

At one point we started to answer the question, "What is the Dean of Men's job in a small college?" But with such limited time, we could only start—and that beginning was in a sense, negative. Only ten (25%) handle veterans' affairs; five, placement offices; three are also registrars; twelve do some teaching. However, twenty carry the title of Dean of Men.

Several other topics got brief mention, but when—as we always do—we got around to class attendance regulations and compulsory chapel, our Chairman, Dean Frank R. Hunt, decided it was time to quit.

PRESIDENT NEWMAN: "Institutions, 1,500 to 5,000 Students," Dean Wunderlich.

MR. HERBERT J. WUNDERLICH (Dean, Montana State College): Mr. President, I would like to call upon our host for next

year, John Hocutt of William and Mary, who was our good recorder, to give the report which we would like to submit.

MR. HOCUTT: • Some thirty-five persons attended all or parts of this sectional meeting.

The organization of the Personnel Services Division was outlined by representatives of institutions of approximate size 1,500, 3,000 and 5,000 students. In general, these organizations fell into the centralized plan. Exceptions to the centralized organization, such as a housing director not under the Dean of Students, were occasioned by special situations on particular campuses.

Health services were discussed in some detail. It was generally agreed that a full-time director of the student health service is preferable to a part-time doctor. It was noted that qualified physicians are available for employment as full-time directors of student health services at salaries ranging from \$6,000 to \$7,500 per nine months. Contacts with such physicians may be made through several physician placement bureaus.

Representatives of nineteen institutions reported that their physicians are paid from general college or university funds, while ten reported that the physician's salary is paid from student health fees.

Several types of voluntary and compulsory medical, surgical and hospitalization plans for students as a part of the student health service were described.

It was noted that ten health service directors are responsible directly to the Dean of Students, while fifteen report to the President or some other person in the administrative organization.

The problem of supplementing the specially trained counseling personnel in institutions which because of size or lack of funds are unable to employ a sufficient number of specialists was considered at some length. A great majority (27) of the institutions represented use faculty members as academic advisers or counselors, and they believe the plan is beneficial. These advisers serve with varying effectiveness and range in type from registration clerks who many times are unfamiliar with degree requirements and who may rarely see their advisees after the registration period, to interested and competent counselors who follow closely the progress of their advisees throughout their college experiences. The obvious conclusion was reached that the extent to which faculty members are successful as part-time counselors depends largely upon their interest in this phase of student personnel work.

The discussion indicated that in-training programs for faculty counselors have experienced, at best, only moderate success. Some institutions (for example: Brown University and Ohio Wesleyan) have compiled faculty handbooks containing instructional material on counseling by faculty. Some institutions ask their advisers to take part in occasional seminars on counseling, and at least one institution (Fresno State) uses the technique of issuing reports

to faculty counselors, so written as to prompt the counselors to seek explanations and interpretations from the Director of Counseling.

Schemes reported for compensating part-time faculty counselors ranged from per diem cash payments for counseling work, to a reduction in teaching load.

An interesting device in use at Fresno State was described, wherein freshman guidance is accomplished in part on a group basis through a required introduction to a psychology course which attempts to cover personal adjustments of beginning students and to offer some vocational guidance. In this course, the student is taught the significance of various tests, "norms," and "percentiles" enabling him to interpret his own test scores. This course involves two weekly lectures and one weekly laboratory period of two hours which is used for testing, interviews, or small group discussions. Another interesting course in counseling technique is used at Fresno State involving the assignment of students requiring remedial reading assistance to an "effective study" psychology course. Senior and some junior psychology majors enrolled in a counseling course assist, as a part of the latter course, in conducting the "effective study" course.

You will note from the above summary that no startling conclusions were reached nor did the section have specific recommendations to make. It may be significant, as one Dean pointed out, that the discussions were concluded without reference to the place of psychiatry or psychiatrists in the student personnel program—which is a new departure for such meetings . . .

PRESIDENT NEWMAN: "Institutions, 5,000 to 10,000 Students," Dean Tate of Georgia.

MR. TATE: Mr. Kimpton had to go, and this is the report of the sectional group for schools with student bodies over 5,000 and less than 10,000. We met, for two hours on Thursday night with Dean Lawrence A. Kimpton of Stanford University as Chairman and Dean William Tate of the University of Georgia as Secretary. Forty-six delegates attended, and thirty-two institutions were represented.

In institutions of this size the "top staff" members are less in contact with faculty, students and parents than in smaller schools; consequently, the use of staff members, faculty personnel and student groups should be increased to secure "more warmth" in relationships with students. Don't use more red tape in the form of rules and regulations to do the job. Orientation cannot be done in a brief week, but should be extended to the entire year.

From Maryland came the suggestion that a questionnaire (not over one page and simple in form) distributed during the year to freshmen, can reveal to proctors and dean's office, many troubled cases.

Mr. Kimpton spoke on the increasing loss, with increased size, of

a student's contacts with other students, with faculty members and with activities on the campus. The group agreed that there was a lessened interest in "all-campus" activities.

Mr. Kirwan of Kentucky, and others, felt that many students (especially after the freshman year) need counseling only occasionally. Comments: Are deans and large staffs as necessary as we think? Have we exaggerated our importance? Do all students need counseling and guidance through our office?

About twenty-five of the forty delegates have psychiatrists associated. How far is this an educational responsibility? When should such a student be dropped from school? Many of our mental problems arise on the campus, not from home life, because of impending failures in subjects, love affairs, vocational disappointments. The psychiatrist should work closely with health service and the Dean's office.

What of physical examinations in these large schools? Can such be more than check-ups to see if a student is warm? Of the schools present, the following was a poll:

1. Form sent by school to be filled by home physician 2
2. Exams only for those entering or not in attendance
preceding year12
3. Exams by health service during quarter 6
4. All students each year (only Georgia and Tennessee).. 2

Of these schools, thirteen exclude TB sufferers until cured. Venereal diseases were generally considered only as a "medical" problem. Close coordination is necessary between Deans and medical officers.

Mr. Kimpton and others urge the need for tenure and status, but seemingly, the group agreed on three points:

First, a President has the right to secure sympathetic administrative assistants, even to dropping deans from their positions.

Second, our tenure and security must lie with appointments to regular academic staffs.

Third, staff members should teach for background and understanding. Over half of this group (22) teach, and only two teach courses in student personnel.

An off-record discussion of fraternities and sororities indicated several points: First, there is a strong support of fraternities by the administration in many schools. On rushing, the following votes were taken:

- (A) Campus permitting immediate pledging12
- (B) Postponed rushing (5 by school, 3 by Fraternity
Council) 8

No school permits dances except on Friday or Saturday, except under unusual circumstances.

That is just a summary of a long report.

Thank you. (Applause)

PRESIDENT NEWMAN: "Institutions, 10,000 and Over Students," Paul MacMinn, Chairman, Paul Trump, Secretary.

MR. PAUL L. TRUMP (Dean, University of Wisconsin): The group elicited several problems, and selected from those, some that they would discuss. We agreed with the previous group in the generalization that over-all campus activities seemed to be suffering from decreasing participation, that the percentage of student participation is decreasing. Several reasons were identified for that, and several suggestions, particularly the use of orientation programs, were made in overcoming that difficulty.

It was assumed that it was desirable that a large number of students, as large as possible, be encouraged to participate in the student extracurricular activity program.

Several studies were cited, indicating that percentages of students who work part-time is greater among groups of students who are participating in student activities than among those non-participants; also, that participating groups were, in general, superior in their academic work.

The perennial problem of student government came in for discussion. The major emphasis was with respect to the type of representation. It was felt that there should be more closely knit relationships between living groups, and the over-all student governing groups, and other smaller types of organizations.

It was emphasized that the major issue in student government is not power and authority, but rather, participation and influence in the university community, that those problems should be worked out through cooperative approach between student groups and administration and faculty groups.

The problem of communication with the student was discussed. About the only generalization there was that the Dean must use considerable ingenuity in using the avenues of approach which are available to him. It was suggested that we should go to the student, find out what he knows, what he thinks we are doing, what he agrees with and what he disagrees with, and what he thinks we are doing, and start from there in our approach, with respect to information that he should have, and in better understanding the university community.

The meeting adjourned with a question posed by the Chairman, which he encouraged us to think about, namely, "What are institutions of higher education doing about education for living in a democracy?"

PRESIDENT NEWMAN: Thank you, Dean Trump.

I take it that that concludes the reports. They will be incorporated in the Minutes.

Gentlemen, there were a number of individuals who said that they would like to have reports from people who were working on the job.

These people who are doing research work are talking about us

a lot, and we would like to know some of the things that they are saying and doing.

We found that there were two such papers under way, and we asked Mr. Saddle mire if he would come here and give us a summary. Dean Abel could not be here, but he has sent the results of his work.

At this time, I would like to present to you Mr. Gerald Saddle mire, a graduate student of Columbia University, who will comment on, "A New View of Men Personnel Administrators." (Applause)

MR. GERALD SADDLEMIRE (Columbia University): When I came in yesterday afternoon, I saw Dean Abel's report for the first time, and read it over I found that there were several areas that we have in common, for instance, certain personal characteristics, some of the functions and so forth, so that I have revised my plan a little bit for this morning.

Incidentally, before I go any further, can we have these copies passed out.

I have heard that you get lots of paper work out here, so I thought I would make my own contribution. I have mimeographed the material I had planned on giving, but I am going to omit some of that this morning, and instead, make a few comparisons between what Dean Abel has and what I have.

I might say, that this study is one of three going on at Teacher's College. There is another being done on the Dean of Women, and the approach is very much the same, so that there can be some comparisons made.

There is another being made on the organizational set-up in personnel administrators throughout the country. So that the three presumably will pretty much cover the student personnel administration in the colleges and universities.

Institutions of higher education are in the throes of unprecedented physical expansion. The public interest in and response to this growth suggest that these record enrollments are not a temporary phenomenon, but will continue as a permanent characteristic of the educational scene.

From many sides comes the indication that the student personnel movement is experiencing a growth in at least as great proportions. The first conclusion in the hectographed report of the 1947-48 survey conducted by this body states, "There is at the present time a noticeable trend to expand personnel services and responsibilities at every level in the American College and University." The report of the President's Commission on Higher Education is an example of the increased acceptance of this work. The report does not dwell at length on personnel services as a separate area of education, but the philosophy underlying the entire report is that of the student personnel worker.

The purpose of the project I have undertaken is to study the

work of the men student personnel administrators in Colleges and Universities by presenting the summary data gathered from the questionnaires to which many of you contributed, and developing the implications of the findings from the data.

Since the most common title of men student personnel administrators is Dean of Men, this study is based on information that was requested from the Dean of Men or his equivalent. The equivalent is defined as that staff member whose major responsibilities are for the general welfare of all men on campus. The title, "Dean of Men," is referred to as a convenience and does not exclude the male student personnel administrators who are serving under different titles and whose duties closely correspond.

The information that is available about the position of Dean of Men is contained in six surveys and several articles written by incumbent deans of men. The articles, which describe philosophies, areas of emphasis or professional problems, are too few in number and limited in scope to present a comprehensive and representative picture of the work of men student personnel administrators.

The surveys are also limited. The only survey within the past 10 years was the one sponsored by this body last year. Of the 101 respondents in that study, 6 are from professional and technological schools and 2 from Teachers Colleges, according to the categorization used by the U. S. Office of Education in its Educational Directory. The remaining 93 respondents show a disproportionate representation of large institutions and a lack of representation of small institutions when compared to the entire group of 609 colleges and universities that have men undergraduates. There are 40 per cent of the 93 colleges and universities represented in the last NADAM study that have over 5,000 students, while only 14 per cent of the 609 colleges with men undergraduates listed in the 1947-48 Educational Directory have over 5,000 students.

This is not to say that the data and conclusions of the survey are not valuable or should be discredited. However, since this is the only study made of men student personnel administrators over a period of time that has seen marked changes in the nature of administration of higher education, it does suggest the appropriateness of a study that will be both current and more broadly based.

The questionnaire for this study was sent to the 609 colleges and universities in the United States that have undergraduate men. At the time of the tabulation, 323 (53 per cent) useable questionnaires had been returned. Fifty-nine additional institutions replied that they would be unable to cooperate.

One measure of the representativeness of those replying is shown by the close approximation between the percentage of returns from four geographical sections (Eastern, Southern, North Central, Western) of the country and the percentage of returns of the entire country.

Another measure of representativeness is shown in the close agree-

ment between the number of the respondents and the number of the total group that falls into each of the six group sizes of the Educational Directory.

When the actual tabulation was done there were certain breakdowns that seemed useful. The two breakdowns consistently used were: (1) type of dean, and (2) size of institution.

One major group is made up of 194 (60 per cent) of the deans who indicate that they are assigned almost exclusively as student personnel administrators. They give the major portion of their time to student personnel duties. This group can be further divided into "Dean of Men" and "Dean of Students."

The other major group is made up of the 129 (40 per cent) of the deans who teach seven hours or more, or have major non-student personnel administrative duties. This group is sometimes further divided into the "Dean of the College" and "Academic Instructors with collateral student personnel duties," or teachers who have been given student personnel duties.

The institutions were broken down by size as follows:

Colleges and universities with total student enrollment of 999 or less are considered as SMALL-sized institutions.

Those with 1,000 to 3,999 are MEDIUM-sized institutions.

Those with 4,000 or more, are LARGE-sized institutions.

This classified 152 institutions (47 per cent) as small, 109 (34 per cent) as medium and 62 (19 per cent) as large.

Student personnel work has been loosely defined to a point where the office has tended to develop with the incumbent's personality, knowledge and abilities. A better understanding of the background of the men in the office is helpful in the attempt to understand the office itself.

Many major fields are represented in the highest degrees granted. Education was mentioned by 20.5 per cent of the deans, followed by social science with 15.5 per cent. Thirty-nine of the respondents hold their highest degrees in guidance or Student Personnel Administration. Three-fourths of these are deans who fall within the group that gives the major portion of their time to student personnel duties.

Many of these degrees have been earned recently. Sixty-six per cent of the deans have earned degrees in 1936 or later. Twenty-six per cent have earned their degrees since the war in the period 1946-48. At Teachers College, Columbia University, there is a dramatic indication of the growing number of men who are interested in obtaining professional training in student personnel administration. There are 76 men, 44 per cent of the total class, presently enrolled in the major course in Student Personnel Administration at Teachers College. This represents nearly five times as many men as were enrolled in the Fall semester, 1940-41, which had the highest number of men enrolled of any pre-war semester. The number of men has

increased both in actual number and in proportion to the number of women enrolled.

The titles of the men responding in this study are an illustration of the broad definition and interpretation of student personnel work. There are 61 different titles for the 323 deans. The title "Dean of Men," occurred 150 times; "Dean of Students," 46 times; and "Dean of the College," 28 times. Dean of Men, alone or in combination, occurred in 54.5 per cent of the cases. Dean of Students, alone or in combination, occurred in 15.8 per cent of the cases. Nine of the "Deans of Men," and 11 of the "Deans of Students," are located in institutions that have men students only.

For 308 respondents, the median length of service in the current position is 2.15 years. Two-thirds of the men have served for less than three years. I think that is quite different from the figures that Dean Abel has, and we will go back to that later.

The annual salary data are available for 290 cases. Since nine of these are in the consecrated service category, the median salary of \$4654 is based on 281 returns. The median salary increases with the degree held and the size of the school.

The organizational affiliations of all the Deans of Men or equivalent are less frequently with the personnel organizations than with organizations that are professional but not personnel.

Forty-six respondents are members of personnel organizations only, 102 are members of non-personnel organizations only, and 125 are members of at least one of each type of organization.

The status of the deans of men or equivalent is an important way of deciding how much recognition and regard is tendered to the student personnel work of the colleges and universities.

The per cent of full-time staff members who are directly responsible to the respondents for the performance of personnel functions increases directly with the size of the institution, whereas the per cent of part-time staff members decreases as the size of the institution increases. Thirty per cent of the respondents have full-time assistant personnel administrators on their staff.

There is great variation in function and responsibilities from one position to another. Interesting as these variations are, it is more profitable to be aware of the uniformities, noting the functions that are performed by most deans and the frequency with which the functions are performed.

Of the 309 responding, 77 per cent indicated that they have primary responsibility for evaluation and improvement of functions which center in their office. Other functions for which the respondent or his assistant has primary responsibility are:

Individual guidance-personal, by 54.5 per cent of 317 responding.

Administering a discipline program through a system of regulations and penalties, by 54.0 per cent of 315 responding.

Supervision of program for personal and social growth within housing units, by 52.5 per cent of 314 responding.

Developing a program of student self-discipline and growth in personal social responsibility, by 49.0 per cent of 314 responding.

The functions that are most commonly shared with another agency are:

Informing students about educational opportunities and services available to them.

Understanding, evaluating and developing student traditions and customs.

The deans of men or equivalent are best satisfied with the provisions of their office for the performance of the following functions for which they have primary responsibility:

Communication with parents.

Maintaining and interpreting confidential records.

Administering a program of financial aid.

The functions for which their office provisions are least satisfactory are.

In-service education of faculty in student personnel point of view and techniques.

Coordination of student life with community activities and services.

An additional 125 functions were listed by 65 deans of men or equivalent. Some of the more frequently mentioned are:

Coordinator of veterans affairs.

Advising foreign students.

Handling student employment.

Handling student automobile and traffic regulations.

One hundred and seventy-four (54 per cent) of the deans of men or equivalent listed professional and/or civic responsibilities not usually considered personnel functions. Of the general classifications that emerge, these occur most frequently:

Public relations and representing the institution to the public.

Affiliation with church council and religious committees.

Active participation in civic and service groups such as Rotary,

Kiwanis, Youth Center and Boy Scout Boards.

Two hundred and thirty-seven (73 per cent) of the deans of men or equivalent indicated the important current trends and changes in emphasis in the student personnel program at their institution. Most of these trends tend to fall into groups from which generalizations may be drawn.

A common trend is the expansion of personnel services. In 42 cases there is mentioned an increase in counseling services. There are twenty-two cases where the testing facilities are being expanded.

Twenty-two of the deans mention giving special attention to the housing problems. This includes better campus and off-campus facilities and a movement toward trained student personnel people as directors of the dormitories.

Ten deans say that they have recently employed for the first time assistants who are professionally trained.

Other trends mentioned less frequently are: increased staff and office facilities, more placement and follow-up, expansion of records and data files, a new or fuller orientation program, better remedial reading and study skill programs, further psychological and psychiatric service, and a broader health program. Sixteen institutions report a newly opened office or a newly developed program.

On 26 campuses student government is assuming a more significant role. Fifteen deans mention greater student participation on faculty and administrative committees.

There are 15 deans who say they are stressing an increase of self-regulation and self-understanding among the students. Four others mention greater use of student courts for discipline.

Nineteen of the deans feel that they are moving toward centralization of administration with the Dean of Students at the apex. Four deans felt that they were moving toward decentralization of guidance responsibilities.

There is a strong movement toward cooperation with and use of the faculty in student personnel work. In 25 cases greater use of the faculty for counseling is reported. Six institutions are developing new in-service training programs for faculty counselors. Thirteen institutions report integration of instructional and personnel services. Ten say they are working toward establishment of a better appreciation of the personnel point of view by administration and faculty.

Ten institutions mention an evaluation of their program and five are in the process of reorganizing.

I have omitted an important group inadvertently, in this trend, and you may want to just make a note of it. There are 18 deans, 18 institutions that mention attempts, rather successful apparently, toward rather successful coordination; and I think it may be interesting to note that 14 of the 18 respondents were deans of students.

This concludes the summarization of the data that has been tabulated. There is more to be done in developing the implications and conclusions for student personnel work in the different sizes of institutions and by the different types of deans. For instance, in 10 of 19 I mentioned that are moving toward centralization, are in the large institutions, which might lead one to suspect that it is not necessarily something that can be generalized upon for the entire area for men personnel administrators.

One observation that stands out from the data without further study is the growth in number and status of men personnel administrators in colleges and universities. Concurrent with this growth

of the student personnel profession should be an increase in the research that will serve to identify the profession more clearly to the prospective student personnel workers, to the teachers of professional courses for student personnel work, to the incumbent deans of men, and to the other administrators and teachers. The encouragement that you have given to this study, both as individuals and as a body, is deeply appreciated. The cooperation of deans of men generally is making possible the development of a "new view of men student personnel administrators" that is comprehensive, representative and current.

I would like to simply add to this, that while at Teachers College where I am now, there are several men who have not come from an institution, but have come out of the Service, or have come from non-education, and are interested in this kind of work. We have felt very keenly the need for a better definition of men personnel administration, to know a little bit more about the kind of thing that we should be trying to get in our training, and the kind of work for which we are going. That has been very largely the motivation behind this.

Thank you. (Applause)

PRESIDENT NEWMAN: Thank you very much, Mr. Saddle-mire. I think you covered a lot of territory there in a very short time. We have just a few minutes here, if there are any specific questions that you would like to ask.

SECRETARY TURNER: I would like to ask Mr. Saddlemire, do you find any major areas of agreement or disagreement with Mr. Abel's report?

MR. SADDLEMIRE: I think the one major area of disagreement that I have picked out, Dean Turner, is the length of service in the present personnel position. I think Dean Abel reports that as seven or eight. In my study, I have found that the length of service reported, the median length of service is just a little over two years. I think that is explainable, although I am not sure of the reason at this moment.

I think it may be that in my report, I am getting replies from many of the deans who are very new on the job, and who perhaps Dean Abel did not try to contact. In other words, I sent this in some cases, to institutions simply addressed to "Dean of Men," without knowing that there was a dean of men, and it turned out in many cases, that there is a brand new dean of men or somebody acting as dean of men. It may, in some cases, be someone who is teaching ten or eleven hours, but who has been given recently, the position of dean of men on the campus, and that may explain the difference—although it is quite a difference.

SECRETARY TURNER: There is another place where an error might creep in. I don't recall how your questions were raised, or how Glynn's were out on the coast. But if you ask the question,

"How long have you been dean of students?" I would answer the question, "Six years." However, I was dean of men for some 12 years before that, and assistant dean of men for 10 years before that. I have been in service here now 27 years, in other words, but only five of it has been as dean of students.

MR. SADDLEMIRE: Just to comment very briefly on how I got that particular bit of data—and perhaps you may see a fallacy in it there—on my questionnaire they were asked to fill out their occupational history, listing the current position and the ones held previously, and I took it from that data. Where they had a change of title or a change of position, I took that as the length of time in the present position.

PRESIDENT NEWMAN: We will have to make our questions short, because I am going to watch this watch of mine.

MR. ERSEL E. LeMASTERS (Associated Colleges of Upper New York): I came into student personnel work, Mr. Saddlemire, after training in social case work, and went on to take a Doctor's degree in sociology. I have been struck by the similarity in student personnel work, with that done in social work, and having attended now, two meetings, one a NADAM meeting and the ACPA meeting last year, I have also been struck with the fact that no comparison seemed to be drawn, at least in the meetings which I have attended. Yet if you take social case work and group work, and Council of Social Agency work, it comprises a great deal of the functions which are discharged in student personnel departments.

I would suggest that either you in your study, or perhaps someone else on a graduate level, in attempting to define student personnel work, explore some of the resemblances, similarities, between the two fields. Having been in both fields myself, I feel very strongly that we can learn a tremendous amount of valuable techniques and absorb knowledge from the social work field.

I also find in employing staff members, that I can get, I think, better trained people at less money from the schools of social work than I can anywhere else. For example, our Director of Student Activities was formerly a group worker. Our counselor was formerly a psychiatric social worker.

I think in a large institution, you could use a former director of social agencies to coordinate your social groups, and you could get him for less money and get more depth in your program.

I personally would like the opportunity sometime to present a paper to this group or some other group, bringing out in greater detail—because apparently most of the deans of men have had relatively short contact with social work although many of the larger schools have schools of social work on the campus. But I would suggest that at Columbia University or somewhere else, an investigation be made of the parallels.

For one thing, the big development in social work came sooner.

It came in the 20's, and they have had 20 years now to boil down, and to think through some of the problems, where we are just going into them.

PRESIDENT NEWMAN: I think Blair Knapp has an idea somewhat along the same line as yours, that sociology can be a training. Of course that is not social work, but it is related, and can be a training for this field.

MR. CONGDON: I would like to ask Mr. Saddlemire whether in his preparation for this study, in going through the literature, or out of this study, he is planning to draw up any formulations of what might be called a philosophy of student counseling, setting up objectives, and a basic body of principles?

MR. SADDLEMIRE: The answer to that is, yes. And that is the unfortunate part of coming here at this particular time. I haven't had really the chance to get over into that far enough so that I would be prepared to do it. But I feel that that is the real value of drawing all this data together, and I certainly agree that that is the kind of thing that I feel is very valuable.

I also wondered, and I wondered what your reaction might be to treating much of this data, trying to distinguish between the kind of work that is done in the very small institution, and the way it is done and perhaps the philosophy with which it is done in the large institutions, or whether that is pretty clearly understood anyway?

PRESIDENT NEWMAN: I read to you from Dean Gardner's last year's speech again, and I quote:

"In 1931 a famous member of this group told us at Knoxville that 'Deans of men are born and not made.' This has been a popular expression in the Association for many years. We will all grant that the Bursleys, Coulters, Clarks, Goodnights, Moores and Gausses were cast from a special mold, but we must also admit that the mold which formed these great men has been destroyed. In all seriousness, it seems almost miraculous that this Association has been blessed with so many men of stature. With no offense meant, there are few, if any, of that caliber remaining. These fathers of our Association by instinct and perspicacity were able to solve problems and help students meet emergencies. Most deans need more than innate traits to do the job. The speed of modern times does not permit deans to learn only through experience on the job. Some need more formalized training and all need to surround themselves with men specially trained for the multifarious functions under their jurisdiction. Training alone, however, will not suffice. There must be something else. It is that fundamental trait—a desire to serve others. Couple this belief of service with certain other desirable personal characteristics, and you have the man then who can be trained to help students. We must be constantly on the alert for men of this type and must fight for the organization and funds to train and use them."

I think that you see this bridge. There has been a lot of talk here, as I tried to say yesterday, about the personal experiences. We know some journalists who have been trained in engineering, and if he is a good journalist, he thinks that his is the best training he could have had. That is all right. That is the American way. There are a lot of college presidents who haven't had any educational experience. Maybe they are good; maybe they are bad. But they think they have had the best training for it.

Now then, this committee over here has made a recommendation to this Association, which has been made time and time again, and I hope very much that we can bear that in mind, because it is a problem before this group, and before all of us individually and collectively. I will call this discussion to an end at this time, and we are right on schedule.

Thank you again, Mr. Saddlemire, for coming.

Joe Park, will you report for the classification organization.

MR. PARK: Mr. President, I have a brief report.

The National Conference on College Fraternities and Societies is comprised of the Association of College Honor Societies, the National Interfraternity Conference, the National Panhellenic Conference, the Professional Interfraternity Conference, the Professional Panhellenic Association, and the National Association of Deans and Advisers of Men. The National Association of Deans of Women is represented at the meetings but is not formally affiliated.

The purpose of the Conference is to encourage and assist all worthwhile national fraternities and societies which include in their program contributions to the broad, educational objectives in the institutions of which they are a part.

The Conference meets annually to survey the problems of the national college organizations as they relate to the colleges and universities of which they are a part. This meeting, the only one bringing together such comprehensive representation, serves to inform its members of significant developments in the field, and exerts a constructive influence in a situation which involves the interests of a large proportion of our college men and women of today.

The results are not spectacular; the budget is extremely modest, with an income of \$25 annually from each of the six organizations represented. It serves as a consultant and liaison group primarily.

PRESIDENT NEWMAN: Now, Dan DeMarino, do you have a report of the Registration Committee?

MR. DANIEL A. DeMARINO (Assistant Dean, Pennsylvania State College): I would just like to say that the registration this year reached an all-time high. We have 215 names on the registration list. We had 171 at Dallas last year.

I would like to say that the Committee is deeply indebted to Miss Hazel Yates. She has been a very tireless worker. She accomplishes

much, and along with her hard work, she has a splendid personality and she is responsible for this report which I too will submit to the Secretary. Before I do that, I would like to say that 43 states were represented, and the majority of the representation seemed to come from, first, Illinois, with 34; Ohio, with 27; Pennsylvania, 15; New York, 12; Texas, 10; California, 8.

I would also like to make a recommendation to the Convention if I am in order. I would like to suggest that I think the function of this Committee is very important, and I think it helped the new members. I recommend that this be a standing committee.

PRESIDENT NEWMAN: Now, Gentlemen, we come to a report of the Interest Survey Committee, which I want to explain.

It is difficult to plan this program, with the spread of institutions, the types of institutions, the types of jobs and all that sort of thing.

Yet there will be individuals who will come up and make suggestions. That may be the most important thing in the world to that person. It may be important in its own right, but it will not represent a group.

That does not mean that those things are not important. But we do try to find general areas of interest. So, consequently, I tried to define the function for a survey committee to find out your interest in areas not on specific problems, but in general areas. I appointed a man who has attended one meeting of this Convention, the one in Dallas.

He has worked like a Turk, and he has done practically all of it. We all know the Chairman has to do the work, but he did have a great deal of help, not only from his committee, but from several others who became interested in it. I would like for that Committee to stand. Forrest Brown is Chairman. Foster Alter, J. L. Bostwick, Robert S. Griffin from Nevada, Paul MacMinn, and George Small.

I corresponded with Forrest about it. When we have a subject or an area of interest, we would like to know the individual in our organization who has been doing that. It is no reflection on you that you are not doing that particular job at your institution. If it is being done by someone else there, fine. But we would like to know the individual in this Association who is doing that particular work. In that way, we can draw on our own membership and get professional help and professional opinion and information on these subjects that come up.

So with that introduction, or with that explanation, I would like at this time to call on Forrest Brown, a man who has been in this organization one year, but who has worked and certainly deserves our thanks.

MR. FORREST D. BROWN (Dean, Fresno State College): I have enjoyed this and I think that there are values that can accrue greatly toward the future, not only in program building, to identify the interests and needs for program building for any one given year,

but even for self-understanding that may be used in long-range planning of the objectives of the organization.

I share with all of you the reactions you have when you get a questionnaire. This particular one looked very formidable. And yet, I am convinced that it did not take you very long to fill it out. Let me give you just a brief summary of the replies that indicate the main areas of interest.

Areas in which more than two out of three indicated "very interested," listed in order, are these: Organization of the guidance and personnel services, first; and interest in the orientation of new students, second. Student government missed this just slightly.

Another analysis is this: Areas in which over 50 per cent are "very interested" and over 75 per cent are "very interested" or "somewhat interested," are these: Organization of the guidance and personnel services; accumulative student personnel records; student government; student activities; the faculty advisory program; orientation of new students; dormitory planning and supervision.

Now, another way in which you can get at this is by attempting to define those who have little interest in an area, and areas in which there are less than 10 per cent who had "little interest" are these, listed in order of smallest percentage: Student government, orientation of new students, student activity program, and the organization of the guidance and personnel services.

There are only two sub-items in main areas, that have not been listed to this point, that stood up as points of high interest, and those sub-topics were these: What constitutes a legitimate and adequate health service program; second, present trends and problems in academic success prediction.

We are tempted to make something of an analysis of the replies in order to get a picture of trends, and here are a few observations: Seventy per cent of the deans of students and directors of personnel, and 85 per cent of the deans, or directors of student affairs, rate the faculty advisory program as "very interested," whereas 48 per cent of the deans and counselors of men give this rating.

In terms of "little interest" in this area, it is rated as follows: By none of the deans or directors of student affairs; by 1 in 12 of the deans of students and directors of personnel; and by 1 in 6 of the deans and counselors of men.

Second, although they agree very closely in relating student activities in terms of "very interested," there is 1 in 35 deans or counselors of men compared to 1 in 6 deans of students or directors of personnel, who rate this area as of "little interest."

Academic success prediction, which is rated in terms of "very interested" below the median of the 15 areas, has a 12 per cent difference in "very interested" rating between the deans or counselors of men, and the deans of students or directors of personnel. About 1 in 7 of the deans of students compared to over 1 in 4 of the deans or counselors of men, rate this area of "little interest."

Now, out of this, I think you can get something of a trend. There is a tendency for those who are interested in dealing with students as individuals, to be interested also in dealing with students as groups. There is less a tendency on the part of those who are interested in dealing with students in groups, to be interested in dealing with students as individuals.

We checked up on that by this way: Taking three of these areas that deal with students primarily in groups, over against three that deal with students primarily as individuals, and compared the number 1 rating, that is, "very interested," of the two groups, and how they responded to the other classification. There were 21 men who rated the areas of vocational guidance, remedial counseling, and predicting academic success as "very interested." Less than 5 per cent of these had "little interest" in student government, and less than 10 per cent had "little interest" in student activities. On the other hand, there were 35 men who rated student government, fraternities, and student activities, as "very interested" but 34 per cent of these had "little interest" in vocational guidance; 37 per cent "little interest" in remedial counseling; and 28 per cent "little interest" in predicting academic success.

There is a greater tendency for the deans or counselors of men to express high interest in working with students in groups, than to express high interest in working with students as individuals. The deans of students express high interest in both areas about equally well. 29 per cent of all the deans or counselors of men rated as "very interested," all three areas—student government, fraternities, and student activities. Ten per cent of these same men rated as "very interested," all three areas of vocational guidance, academic success prediction, and remedial counseling.

The deans of students varied only 3 per cent on these groupings.

At this time, the majority of NADAM members seem to be most interested in how to organize and administer the personnel and guidance services, how to orient the new student to the college program, how to build an effective student government, and how to develop the student activity program.

Next in order of interest are: The faculty advisory program, dormitory planning and supervision and cumulative personnel records.

Now, if I had been called upon to make any recommendations for the program of this year, I think that I would have made suggestions coming out of this survey that would have read something like this: That there would be sessions involving the entire membership on organization of personnel and guidance, student orientation, and student government and student activities. There might have been invited in a specialist in health services to merely describe for us what is a legitimate and adequate health service program for institutions, and there would have been invited in something of a specialist in testing and research, to discuss the trends and problems in academic success prediction.

Second, I would have suggested out of this, that some sectional meetings, which, incidentally, did get on to the program in a rather splendid way, for special interest groups. Since there are from 25 per cent to nearly 60 per cent who were very interested in the main areas, that still falls very low for the group or membership as a whole. In other words, you might hit an area in which one-third of this membership has "little interest," and yet 25 per cent to close to 50 per cent, have a high degree of interest.

I think I might have suggested, furthermore, another thing, and that is that in addition to mass meetings on topics we have in common, in general interest, then the sectional meetings have more special interest, a third thing: That is, if we could identify those people who in the past one, two or three years, have been working hard in some specific area, that there are few of us vitally interested in that area, because we are facing the problem of working out our program in that area in the future, that those individuals be made known, as to who they are, where they can be found to be consulted individually, or where several of us could go and have a bull session together, under the direction or leadership of that person.

I have talked this over with many others of our members during the past few days, and find that there is a high degree of interest in that sort of thing.

Now, if this committee is continued, and whoever is on it, I hope you will cooperate as you did this time, in getting the returns back. We got 135 out of about 175 returns. But I hope you will not be modest at this point. If you have been working very intensively in a particular area, even though you are not satisfied that you have reached perfection, you certainly have learned what the problems are, and something of the techniques of how to go about solving those problems. There are many other men who are going to be working in that area in the immediate future, and could learn a great deal from you, and if you could only make yourself known, and not be modest on a questionnaire like this, as most of you were too modest, I think something very good could come out of this.

Thank you very much. (Applause)

PRESIDENT NEWMAN: Thank you very much, Forrest.

I think that shows you the amount of work. We have presented that to you not so much to give you the statistical figures and the report of a scholarly committee, but to give you an over-all view, and to show you the possibilities of such a move.

Now, I would like to ask our President if he would like to have a short discussion on this Conference, in retrospect, as we did last year at Dallas, pulling no punches, or remarks on this report, or the implications or the suggestions. "Pudge," would you do that?

PRESIDENT-ELECT NEIDLINGER: I certainly would do that. I am prepared at the moment, to make a very snap decision without consulting my executive committee or anything else, that we certainly want to continue this committee.

We want to go through approximately the same procedure next year with such improvements that we can design.

One of the things that I am interested in particularly, and again this is without having had more than 24 hours to think about the problems involved, but I know in my own experience that in the course of the year, we have one or two problems upon which we have full-dress faculty committees at work, or administrative officers' problems that have to be decided.

I hope that we can devise some means of communicating, through either the chairman of such a committee as this, or through Fred Turner, the areas in which we have gathered material during the year, that could be available to other people who have the same sort of problem coming up.

As an example, I simply say that at our particular college, we are trying to make a very constructive approach at the moment to this problem of cheating. I think we have got rather an original slant that we are taking on it. We have a faculty committee at work which is going to have a report available within a couple of months, that I think will be a good report, and that fits in some place to problems which the rest of us are facing—which the rest of you may be facing.

We simply need to know—I think it would be to the advantage of the organization to know that within a couple of months at Dartmouth, there will be something available on cheating, which can be used, or which may place me in a position next year to participate in a round table on that particular subject with a lot more authority than I would have now.

If we can get people to report to Fred, or to some other central place, we will make known during the course of the year, the sort of things in which they are prepared to provide carefully thought-out information, I think we can go a long way.

Our problem again next year is going to be, as it is this year, to try and find those specific things which are of general interest and which we can handle in our big meetings, and to work out a series of discussion groups by topics, or by—again I think we probably will need to continue at least one session, divided by size of institution, because that seems to be fairly successful, but we are tentatively thinking—and this again is just on the basis of a few minutes conversation with some of the other officers and members of the executive committee, we are thinking in terms of trying to set up a series of workshops in which we will spend more time next year, than in the general sessions, and I certainly would welcome any discussion. To be very frank, I don't think any of us feel that we want to be critical of the program that we have had this year, or last year, or any other year. We all appreciate the difficulty of making it out. But we certainly want to improve it in any way that we can, and suggestions either at this time, or discussions of our present problems, or suggestions at any time later addressed to me will certainly be most welcome.

PRESIDENT NEWMAN: Thank you, "Pudge."

MR. DUNFORD: If you will permit me an opportunity to start something that I think you have been mentioning, the question of internship, is it all right to speak about it a moment?

PRESIDENT NEWMAN: Yes.

MR. DUNFORD: Most of us are approaching the time when budgets are made. I will be willing to take some responsibility, particularly with schools that are in the southeastern and southern regions, to say that we have put on our budget a fee for a man, an amount of money for a man who would be transferred in a rotating internship with similar type schools, and I would like to make that announcement to Tate, or Bailey, or some of these other fellows in that region, or Newman even, who like to do something of that kind. We could provide such an internship and maybe get that idea under way with the idea that we can report on it next year.

I don't know whether there would be any interest in that or not.

I would be glad to receive communications about it, and go on record as being responsible for setting aside an amount of money in my budget.

We are on the quarter system. I think that it would be preferable to rotate them by quarters in localities near each other, probably, and perhaps in state schools.

PRESIDENT NEWMAN: I would suggest you write to those people directly in addition to these announcements.

MR. BEATY: I would like to go on record as requesting that Dunford write us.

MR. KNOX: Somewhere along the line here, and with all due respect to the opening remarks of the President, as one of the apprentices in this organization, I would like to put in a plug at least to occasionally hearing some remarks from Joe Somerville, Dean Julian, and Don Gardner. There seems to have been pretty much of a silence, and I wonder if it is due to the early criticism that they don't choose to talk. It is certainly their privilege, but I think there are a few others along with me that feel they can really pick up something from these fellows.

PRESIDENT NEWMAN: That warms the cockles of my heart.

MR. WALDROP: I know the problem of the newcomers—.

I feel that there is one thing that could have been added, that those of us who are just breaking into this field, could do with a great deal of counsel, basic philosophy of being a dean, from the men who have pursued the matter and who have accomplished their goals, at least in the eyes of us who are beginning. I know in their humility that they would not admit that they have reached the perfection of being a successful dean. But to those of us who have

looked to them, and who admire and respect them, we would like to hear more from them.

MR. BALDWIN: This may be a little out of order, but there is something I hesitated to mention on that report on Housing that you might be interested in. There is a very good job being carried out now at Penn State on that subject. If you want to find out ask DeMarino about that. He has all the dope on it.

Another thing that might be interesting is the fact that the University of Connecticut is carrying on a new program of building their buildings out of concrete blocks. They bring in a lot of blocks about nine and a half feet long, about fourteen feet wide, build them up at the side, build a base, put the concrete in, build it up, build a second story by pouring concrete with a lot of rods back and forth, and then put the blocks up again. The partitions inside are likewise these concrete blocks which are brought in from a distance where they make them; or if it is a big enough job, they pour the concrete blocks right on the job there. They have built some beautiful dormitories. They look good. They are certainly sturdy. There is very little upkeep to them.

After you put them up, they just spray some paint on the side, and they claim those things are going to be there for ages. You might be interested in that new construction type. It is probably something that is going to go on throughout the country. If you are interested in it, write to the University of Connecticut, and I am sure they can give you the information on it. They are seriously considering doing it at Cornell, and there is a possibility of it going through within the next year or so.

PRESIDENT NEWMAN: All right, we will have the report of the Resolutions Committee.

MR. R. C. BEATY (University of Florida): President "Foots": I think about everything we have on our Resolutions has been mentioned somewhere in the meeting, but to get it on the record, we feel that we ought to present these resolutions.

Our Committee, like a good many other Committees, about three of them did not show up, but the three that did come have been a good committee.

First Resolution:

"RESOLVED: That we express sincere appreciation to our President, Dean J. H. Newman, Vice-President, Dean Blair Knapp and the Executive Committee for their services to our Association during the past year. Their attempt to solicit comments and criticisms from the membership and the encouragement which this attempt has given the Association in solving problems uncovered in that study have been noteworthy and valuable."

I recommend the adoption of this resolution and call on the Secretary to call for the vote since the President is involved.

SECRETARY TURNER: Gentlemen, you have heard the reading of this Resolution, and the motion to adopt. What is your opinion? Is there a second to that?

. . . The motion was duly seconded. . . .

SECRETARY TURNER: Is there discussion? Question is called. Those in favor will say "aye"; contrary. The motion is passed.

MR. BEATY: "Resolved: That the National Association of Deans and Advisers of Men express their deep appreciation to Dean Fred Turner, our Secretary-Treasurer, for the faithful and efficient service he has rendered, not only during the past year, but for the many years he has acted as Secretary-Treasurer. We mention among other things, his constant contact with organizations, associations, and activities with which we should maintain friendly relations. For his publication of the News Letter which we all enjoy, and for many detail services unknown to the membership he renders to the Association."

I move the adoption of that resolution.

MR. CLOYD: I second the motion.

PRESIDENT NEWMAN: Any discussion? All in favor say "aye"; opposed, "no." It is carried and so ordered.

MR. BEATY: "RESOLVED: That this Association express appreciation to our visiting speakers and entertainers who have contributed materially to the program of this Convention. Included in this list is Dr. MacIntosh of Haverford College, Vice-President Ivy of the University of Illinois, Judge Meyers of the Inter-Fraternity Conference, Dr. Brown of the American Council on Education, and Dr. Wrenn and Dr. Berg who took part on the Panel which discussed the Philosophy of Student Counseling, the Students from Northwestern University, Dean Davis of Purdue, and Mr. Saddlemire.

I recommend adoption of that resolution.

MR. BOSTWICK: I second the motion.

PRESIDENT NEWMAN: Any discussion?

Question is called for on that resolution thanking the members. All in favor say "aye"; opposed, "no." It is carried and so ordered.

MR. BEATY: "RESOLVED: That our Association express appreciation to the management of the Moraine Hotel of Highland Park, Illinois, for the courteous and efficient service we have received at this meeting of the National Association of Deans and Advisers of Men."

I move the adoption of this resolution.

MR. SOMERVILLE: I second the motion.

PRESIDENT NEWMAN: Any discussion.

All in favor of that resolution will say "aye"; all opposed. It is carried and so ordered.

MR. BEATY: There was a question on the floor yesterday afternoon for a resolution with reference to Dr. Brown's presentation. The Committee would like to present the following statement: "Because of the importance of National legislative issues such as those presented to this Conference by Dr. Brown, and because of their relevance to major areas of our concern, and because of the known fact that the opinion of National bodies such as this Association is influential and welcomed in the determination of National Policy, be it

"RESOLVED: 1. That this Organization undertake to crystallize its opinion on such issues.

"2. That the Executive Committee be authorized to provide the necessary machinery through which such issues can be studied and presented to the membership for appropriate action."

I move adoption of that resolution.

PRESIDENT NEWMAN: Would you like to have that read again? It is really not a specific recommendation on anything. It is really recommending machinery, is that not correct?

MR. BEATY: That is right.

PRESIDENT NEWMAN: Is there a second?

. . . The motion was duly seconded. . . .

PRESIDENT NEWMAN: Any discussion? All in favor please say "aye"; all opposed, "no." It is carried.

MR. BEATY: Since the meeting of the Association last year, two members of our Brotherhood have passed away. I have a statement prepared by the Deans who succeeded the two, which I have; which I do not believe I will read, but have it spread on the minutes, and offer this resolution: "BE IT RESOLVED: That the Secretary spread on the records of this Association our feelings of affection and respect for Charles A. Tibbals, and George Bliss Culver, and I would include in that Reid Silvers." And I would suggest we stand for ten seconds in silence and respect for these men.

. . . The assembly arose and stood in silent tribute to the memory of the departed members . . .

MR. BEATY: I move the adoption of this resolution.

. . . The motion was duly seconded. . . .

PRESIDENT NEWMAN: All in favor say "aye"; opposed, "no." It is passed.

. . . The following statements were inserted into the record without reading:

"Dean George Bliss Culver died on January 14, 1949. He would

have been 76 on January 21. George Culver was Dean of Men at Stanford University from 1920 to his retirement in 1938.

"Culver was a great Dean of Men. As much as any other person, he represented in his office that for which this Association stands. He was understanding, kindly and sympathetic. He could be tough when the occasion demanded it, but he substituted friendly guidance for policing in student discipline. He took a leading part in building Stanford's honor code, in securing better facilities for students in housing and feeding, and he established the efficient and businesslike system among student organizations for which Stanford became famous. He was a scholar as well as an administrator with advanced degrees and strong avocational interests in zoology and law. David Starr Jordan, the first president of Stanford, a great ichthyologist, had such respect for his knowledge that he named a new species of fish after him.

"One of George Culver's great satisfactions was his connection with and his many friends among the NADAM organization. We join with Stanford University in mourning his passing to his just reward for a life rich in friendship and service to his fellow man."

"Charles A. Tibbals, Professor of Chemistry and Dean of Students at Illinois Institute of Technology, was a member of this Association for many years until ill health forced his retirement in 1946. His quiet, courteous, friendly personality will always be remembered by his many friends in this Association." . . .

PRESIDENT NEWMAN: Is there any other old business? Anything else?

I would like to make a personal comment and I haven't asked him if I could divulge it. Julian, how about your secret?

MR. J. H. JULIAN (University of South Dakota): It is no secret.

PRESIDENT NEWMAN: I wish you would stand up and tell us about that because many of us do not know it.

MR. JULIAN: I am not going to be a Dean after this year. That is all there is to it. For some unknown reason, the South Dakota Legislature got very liberal on their business program on buildings. As you know, I have had a very strange combination as a Dean of Students. I am the Vice-President of the University and the business manager, and I have known for years that some time something would happen that I would have to decide which way to jump. Well now, I have great respect for these young men in this group, and frankly, I think I am too old to jump in the direction of devoting all my time as the Dean of Men or Dean of Students. Therefore, I've decided to jump the other way. How long I will last, I don't know.

I have enjoyed the associations in this organization since 1927. My wife sympathizes with the young group who are tired of hearing so much about these old bucks, and she thinks it is a great improve-

ment in the program that we don't say so much about the old fellows and say more about the young ones. With that I am in complete sympathy.

If I may, while I am on my feet, make a statement about this business, I am still sold on Dean Clark's idea, regardless of the age of the Dean of Men, the primary obligation is the student. As I said in one of the group meetings, we have a very fine chap who is going to take my place, and I have suggested rather forcibly that he be called Dean of Men. He is a well-trained personnel man. I have been interested in the way he operates. He has a wonderful testing system, but there is too much of his stuff that lands in a file where it never does anybody any good. So I thought the best way to bust that wide open would be to make him Dean of Men.

There is no secret about it. I hope to attend some meetings. But I am still of the opinion that the primary business of the Dean of Men is to make himself so cordial and so approachable that the students will run to him whenever they need him. It is perfectly obvious that even in the small institution, as I am in, that I cannot interview all the students and that I have no way of knowing when they need me. So I am pretty short with the faculty, I will be perfectly frank, but I will pay myself the compliment that unless the student has been under discipline, I have never been short with the student in 24 years. (Applause)

PRESIDENT NEWMAN: I am not sure of this, but I think it might be of interest if we could follow the one suggestion that was made of having more or less a biography of each man. As I recall, you were at one time registrar, were you not?

MR. JULIAN: Yes, I was financial secretary and I have even been acting president. Any job that nobody else wanted, I have done. (Laughter)

PRESIDENT NEWMAN: In other words, he has covered the whole front. Well, I don't know about this NABOB organization, but I shall hope that that group will take cognizance of your status, sir.

At this time, I would like in all seriousness and sincerity, to express my appreciation to Blair Knapp and to all the members of the Executive Committee. If the organization next year with two Vice-Presidents can do as well as we did this year with one—one Blair Knapp—I think we will really hit the ground running. The Executive Committee, as I told you at first, has worked and worked hard. Other Committees have worked. All of these Committees on the back of this program. And I want to thank each one of them. I want to, thank the members of each of those Committees. Thank you, Beaty, for your services as Chairman of the Resolutions Committee. I wish I could name each one of you personally, but I will not take the time to do that. You have been a grand bunch to deal with and work with.

I hope that you will be forgiving for my talking too much, and I hope you will overlook the error, in all your charity.

At this time I should like to call on Neidlinger, the new President. The king is dead, long live the king. "Pudge," come up. It is yours. (Applause) I should have called on our Past President to escort him up. I am sorry.

PRESIDENT-ELECT NEIDLINGER: Gentlemen, I have no remarks that I want to make, except that I am sure that on behalf of all of us, and all of those who were here and have left, that we want to express our appreciation to "Foots" and the members of his Executive Committee. They are the people who have, through the year, conducted the work of this organization and arranged the program of this meeting. "Foots" remains on the Executive Committee, and with Fred Turner remaining as perpetual Secretary, I trust, if the organization goes to hell during the next year, it won't be entirely my fault, because they are in a position where they can put the pin in me or give me the boot, whichever is necessary to get things accomplished.

I would at this time like to announce the Executive Committee, which I have, with the help of some of the wiser advisers in this organization, chosen to serve with me next year. They will, of course, be Dean Newman, as ex-President, Dean Somerville and Dean Newhouse as Vice-Presidents, and Fred Turner as Secretary; and in addition: Dean Jarchow of Carleton College, Dean Rea of Michigan, Dean Weaver of North Carolina, Dean Reid of Colorado College, and Dean Baldwin of Cornell.

I believe that the Executive Committee is fairly representative of the geographical distribution of our institutions as well as institutions of different types and sizes; and I am sure that it is going to make a very workable organization for the year.

I take it that the next order of business is to ask if there is any other business to come before the meeting?

If not, we are adjourned.

. . . The Convention adjourned at eleven-thirty-five o'clock . . .

APPENDIX A

Official Roster of Those in Attendance at the Highland Park Meeting

Name	Institution	Title
Alderman, W. E., Jr.	University of Cincinnati	Asst. Dean of Men
Allen, James G.	Texas Technological College	Dean of Men
Alter, Foster E.	University of Miami	Dean of Men
Anderson, Melvin A.	Hiram College	Dean of Men
Anfinson, Rudolph D.	Eastern Illinois State College	Dean of Men
Argow, Walter W.	Menninger Foundation, Topeka, Kansas	Executive Secretary
Askew, J. Thos.	University of Georgia	Dean of Student Affairs
Baker, Everett M.	Mass. Inst. Technology	Dean of Students
Balch, Richard L.	Union College, Schenectady, New York	Asst. to the Dean
Baldwin, Frank C.	Cornell University	Dean of Men
Bates, Robert E.	Virginia Poly. Inst.	Director of Student Affairs
Bayley, Francis C.	Denison University	Dean of Men
Beaty, R. C.	University of Florida	Dean of Men
Beltzig, E. Harry	University of Missouri	Asst. Director of Student Affairs
Benz, Stanley C.	Purdue University	Director in Charge of Counseling
Berg, Irwin A.	Northwestern University	Asst. Dean for Students
Bergstresser, John L.	University of Chicago	Asst. Dean of Students
Biddle, Theodore	University of Pittsburgh	Dean of Men
Bischof, L. J.	Southern Illinois University	Asst. Dean of Men
Bishop, Robert W.	University of Cincinnati	Dean of Men
Boocock, Cornelius	Rutgers University	Dean of Men
Bostwick, J. L.	Allegheny College	Dean of Men
Bosworth, E. F.	Oberlin College	Dean of Men
Brailey, Lester G.	Marshall College	Dean of Men
Bredt, Carl V.	University of Texas	Asst. Dean of Student Life
Brown, Forrest D.	Fresno State College	Dean of Students
Brown, Francis	Amer. Council on Education	Staff Associate
Brown, George K.	St. Lawrence University	Dean of Men
Brown, Warren O.	University of Illinois, Chicago Undergrad.	Dean of Men
Bursley, Joseph A.	University of Michigan	Dean of Students Emeritus
Burts, Richard C.	Mercer University	Dean of Men
Carter, Edward M.	Park College	Dean of Men
Chandler, L. E.	Southeastern Louisiana College	Dean of Men
Clark, T. C.	Alabama Poly. Institute	Director
Clippinger, Frank W.	Drury College	Dean of Men
Cloyd, Ed. L.	North Carolina State College	Dean of Students
Cole, Perry P.	Louisiana State University	Director Student Life
Congdon, Wray H.	Lehigh University	Dean of Students
Conklin, Arch B.	Bowling Green State Univ.	Dean of Students
Critz, Wiley H.	University of Mississippi	Director of Religious Life
Curtin, Edgar G.	Rutgers University	Assoc. Dean of Men
Damm, John A.	Stevens Institute of Tech.	Asst. Dean
Daugherty, J. Fenton	University of Delaware	Dean of Men
Davis, Earl C.	Centre College of Kentucky	Dean of Men
Davis, George E.	Purdue University	Director Student Affairs

APPENDIX A (Continued)

Deakins, Clarence E.	Illinois Institute of Tech.	Dean of Students
DeMarino, Daniel A.	Pa. State College	Asst. Dean of Men
Dickinson, James A.	Carnegie Inst. of Technology	Dean of Men
Dunford, Ralph E.	University of Tennessee	Dean of Students
Durand, Edwin	Rutgers Univ. (Newark Colleges)	Dean of Students
DuShane, Donald M.	University of Oregon	Director Student Affairs
Eppley, Geary	University of Maryland	Director of Student Welfare
Epsenshade, Eby	Elizabethtown College	Dean of Men
Farber, Robert H.	DePauw University	Asst. Dean of Students
Farrar, Joe E.	Arkansas State College	Dean of Men and Dir. of Counseling
Farrisee, W. J.	Clarkson College of Tech.	Dean of Men
Faunce, L. Dale	Michigan State College	Counselor for Men
Feder, Daniel D.	University of Denver	Dean of Students
Foy, James E.	University of Alabama	Asst. to Dean of Students
Frede, Ralph E.	University of Texas	Asst. Dean of Student Life
Friday, William	University of North Carolina	Asst. Dean of Students
Friedenberg, Edgar	University of Chicago	Adviser in the College
Fulton, Dudley G.	Northwestern State College	Assoc. Director of Student Personnel
Galbraith, Maurice J.	Univ. of Illinois, Galesburg	Director, Student Affairs
Gardner, Donfred H.	University of Akron	Dean of Students
Gasker, Harry R.	Western Reserve	Asst. to the Dean
Gass, Clinton B.	Nebraska Wesleyan Univ.	Dean of Men
Gerber, Joe N.	Northwestern State College	Dir. of Student Personnel
Gittinger, J. Price	Univ. of Calif., Davis, Calif.	Supervisor of Student Affairs
Glade, Frederic	New York University	
Goering, Erwin C.	Bethel College	Dean of Men
Gordon, Robert G.	University of Texas	Assistant Dean
Griffin, George C.	Georgia School of Technology	Dean of Students
Griffin, R. S.	University of Nevada	Dean of Men
Griffin, Russell A.	Western Reserve University	Dean of Men
Guthrie, William S.	Ohio State University	Jr. Dean, Col. Arts & Sc.
Guy, John A.	Illinois Wesleyan University	Dean of Men
Haack, Arno J.	Washington University	Director of Student Affairs
Hampton, V. J.	University of Illinois	Asst. Dean of Men
Hanson, Ernest E.	No. Ill. St. T. Coll.	Dean of Men
Hayes, Will	Univ. of Calif., Santa Barbara	Dean of Men
Hazell, William	Newark Col. of Engineering	Associate Dean
Hindman, Darwin A.	University of Missouri	Director Student Affairs for Men
Hocutt, John E.	College of William and Mary	Dean of Men
Holbert, Hayward J.	New York University	Professor
Hubbell, Garner E.	The Principia	Dean of Men
Huber, E. Burke	University of Arkansas	Director of Housing
Huit, M. L.	State Univ. of Iowa	Counsellor to Men
Hulet, Richard	University of Illinois	Acting Supervisor of Temporary Housing
Hunkins, Maurel	Ohio University	Dean of Men
Hunt, Everett L.	Swarthmore College	Dean of Students
Hunt, Frank R.	Lafayette College	Dean of Men
Hutchinson, Elmer	Case Inst. of Technology	Dean
Isen, Joe J.	Bona Fide Reporting Co.	Reporter
Ivy, Andrew C.	Univ. of Illinois, College of Medicine	Vice President

APPENDIX A (Continued)

James, Robt. C.	University of Maryland	Asst. Dean of Men
Jarchow, Merrill E.	Carleton College	Dean of Men
Jernigan, J. C.	Texas College of Arts & Industries	Director of Student Personnel
Johnson, Clyde S.	Univ. of Calif., Berkeley	Dean of Students Office
Johnson, Gustav E.	Beloit College	
Jox, Marshall J.	Valparaiso University	Dean of Student Personnel
Julian, J. H.	University of South Dakota	Dean of Student Affairs
Kallgren, Carl A.	Colgate University	Dean of Men
Keeney, A. L.	University of Wyoming	Dean of Men
Kendig, Perry F.	Muhlenberg College	Dean of Students
Kenny, Robert W.	Brown University	Dean of College
Kenworthy, W. E.	Pa. State College	Ex. Sec. to President
Kimpton, Lawrence A.	Stanford University	Dean of Students
Kirwan, A. D.	University of Kentucky	Dean of Men
Klopf, Gordon	University of Wisconsin	
Knapp, A. Blair	Temple University	Dean of Students
Knepper, Geo. W.	University of Akron	Asst. to Adviser of Men
Knox, Carl W.	University of Illinois	
Kuethe, Romaine	Capital University	Dean of Men
Kuizinga, Henry B.	Carroll College	Dean of Men
Laughlin, McClellan	The Principia	
LeMasters, Ersel E.	Associated Colleges of Upper New York	
Linkins, R. H.	Illinois State Normal Univ.	Dean of Men
Lloyd, Wesley P.	Brigham Young University	Dean of Students
Lucas, John W.	University of Omaha	Dean of Students
MacIntosh, Archibald	Haverford College	Vice President
Mackin, Robt. W.	U. S. N., Great Lakes	Lt. Comm.
MacMinn, Paul	University of Oklahoma	Dean of Students
Mallett, Donald R.	Purdue University	Asst. Dir. Student Affairs
Manchester, R. E.	Kent State University	Dean of Men
Markham, R. F.	St. Lawrence University	Dean of College
Marks, Barry	Univ. of Minnesota	Grad. Student
Marshall, Graham E.	State University of Iowa	Advisor to Fraternity Men
Mathany, Howard V.	University of New Mexico	Dean of Men
McBride, Otis	Florida State University	Dean of Men
McCreary, Ronald	Kalamazoo College	Dean of Men
McGuigan, Roland F.	Northwestern University	Counselor to Men
Medesy, W. A.	University of New Hampshire	Dean of Men
Melvin, Harold W.	Northeastern University	Dean of Students
Miller, Mungo	Princeton University	
Mills, Lawrence W.	American Osteopathic Assoc.	Education Director
Miner, Robert J.	Miami University	Director of Student Affairs
Moon, George R.	Univ. of Illinois, Chicago	Registrar
Murphy, Paul G.	Kansas State Teachers Col.	Dean of Administration
Murray, Robert O.	Texas A. & M. College	Asst. Director Student Affairs
Musser, Malcolm E.	Bucknell University	Dean of Men
Myers, Frank	National Interfraternity Conference	
Neidlinger, L. K.	Dartmouth College	Dean of the College
Newhouse, Dean	University of Washington	Director Student Affairs
Newman, J. H.	University of Virginia	Dean of Students
Noe, Clarence	Eureka College	
North, Sidney B.	Alpha Phi Omega	
Norton, Stanley K.	Ill. State Normal University	Nat. Secretary
Nowotny, Arno	University of Texas	Asst. Dean
		Dean of Student Life

APPENDIX A (Continued)

O'Neil, Emmett, LCDR Overholt, M. W.	Ninth Naval District Ohio State University	Commandant Housing Director
Park, Joseph A.	Ohio State University	Dean of Men
Parks, Donald S.	University of Toledo	Dean of Personnel
Peck, Gerald W.	University of Illinois	Director Student Employ.
Penberthy, W. L.	Texas A. & M. College	Dean of Men
Pershing, John J.	Georgia Tech.	Assoc. Dean of Students
Pitre, T. P.	Mass. Inst. of Technology	Dean of Freshmen
Poling, Dan W.	Oregon State College	Dean of Men
Quinn, John F.	Rhode Island State College	Dean of Men
Rea, W. B.	University of Michigan	Assoc. Dean of Students
Reid, Juan	Colorado College	Dean of Men
Rieck, Elmer C.	Southern Methodist Univ.	Asst. Dean of Students
Riker, H. C.	Univ. of Florida	Director of Housing
Rosebush, Judson G.	College of Wooster	
Royal, Doyle P.	University of Maryland	Asst. Dean of Men
Ross, Mylin H.	Ohio State University	Asst. Dean of Men
Saddlemire, Gerald	Columbia University	Grad. Student
Saviors, Eldrad L.	Kent St. University	Stud. Personnel Asst.
Scales, James	Oklahoma Baptist University	Dean of Men
Seulberger, F. George	Northwestern University	Dean of Students
Shaffer, Robert H.	Indiana University	Asst. Dean of Students
Sikir, Henry J.	University of Alabama	Asst. to Dean of Students
Shoemaker, John E.	University of Arkansas	Dean of Men
Shumway, Waldo	Stevens Institute of Tech.	Dean of Men
Shutt, Donald	University of Illinois	Asst. Dean of Men
Somerville, J. J.	Ohio Wesleyan University	Dean of Men
Spathelf, Victor F.	Wayne University	Dean of Student Affairs
Stafford, E. E.	University of Illinois	Dean of Men
Stauffer, John N.	Wittenberg College	Dean of Students
Stone, H. E.	University of California	Dean of Students
Stone, Brinton H.	University of Chicago	Asst. to Vice President
Stratton, Leon D.	Drexel Institute of Tech.	Dean of Men
Street, George M.	University of Mississippi	Supervisor of Housing
Strong, Foster	California Inst. of Technology	Associate Dean
Strozier, Robert M.	University of Chicago	Dean of Students
Swanson, Carl R.	St. Olaf College	Dean of Men
Tate, E. Mowbray	Hanover College	Dean
Tate, William	University of Georgia	Dean of Men
Tate, Willis M.	Southern Methodist Univ.	Dean of Students
Terlascki, John	Ohio University	Asst. to the Dean
Thompson, Jorgen S.	Augustana College	Dean of Men
Thompson, J. Jorgen	St. Olaf College	Asst. to the President
Thompson, T. J.	University of Nebraska	Dean of Student Affairs
Timmons, Glenn W.	Allegheny College	Asst. to Dean of Men
Tomkins, Willis L.	Ohio University	Asst. Dean of Men
Trump, Paul L.	University of Wisconsin	Dean of Men, Assoc. Dir. Student Personnel
Trusler, Victor T.	Kansas St. Teachers College	Dean of Men
Turner, Fred H.	University of Illinois	Dean of Students
Thisted, M. N.	Western Illinois State Col.	Dean of Men
Van Houten, Robert W.	Newark Col. of Engineering	Dean of Men & Acting Pres.
Voldseth, Edward	Carroll College	Asst. Dean of Men

APPENDIX A (Continued)

Waldrop, Robert S.	Vanderbilt University	Dean of Students
Walker, Morton	University of Louisville	Dean of Men
Walter, Erich A.	University of Michigan	Dean of Students
Weaver, Fred H.	Univ. of North Carolina	Dean of Students
Webster, E. Douglas	Utica College of Syracuse U.	Dean of Men
Wilkinson, John A.	University of Chicago	Dir. Univ. House System
Withey, R. A.	Willamette University	Dean of Students
Woellner, Robert	Univ. of Chicago	Asst. Dean
Wolleson, E. A.	Univ. of Illinois, Navy Pier	Dean of Students
Woodruff, Laurence C.	University of Kansas	Dean of Men
Worrick, Robert C.	Univ. of Maine	Asst. Dean
Wrenn, Gilbert	University of Minnesota	
Wren, Harold A.	The Cooper Union	Asst. Stud. Rel. Officer
Wullschlager, Carl W.	Ohio Wesleyan University	Asst. Dean & Director of Housing
Wunderlich, Herbert J.	Montana State University	Dean of Students
Zech, Albert F.	University of So. California	Counselor of Men

APPENDIX B

Roster of Ladies Group

Mrs. Robert E. Bates	Mrs. Perry F. Kendig
Mrs. J. L. Bostwick	Mrs. Carl W. Knox
Mrs. Carl V. Bredt	Mrs. R. E. Manchester
Mrs. J. P. Cole	Mrs. Howard V. Mathany
Mrs. Ralph E. Dunford	Mrs. L. W. Mills
Mrs. Joe D. Farrar	Mrs. Lloyd K. Neidlinger
Mrs. W. J. Farrisee	Mrs. Arno Nowotny
Mrs. D. H. Gardner	Mrs. J. A. Park
Mrs. Frederic H. Glade	Mrs. John J. Pershing
Mrs. Ernest E. Hanson	Mrs. M. H. Ross
Mrs. Darwin A. Hindman	Mrs. Paul L. Trump
Mrs. Richard E. Hulet	Mrs. V. T. Trusler
Mrs. J. H. Julian	Mrs. Fred H. Turner
Mrs. A. L. Keeney	

APPENDIX C

Summary of Previous Meetings

Meet- ing	Year	Present	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Kentucky	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Michigan	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore

APPENDIX C (Continued)

13	1931	83	Knoxville, Tennessee	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, New Mexico	F. J. Findlay	F. H. Turner
23	1941	100	Cincinnati, Ohio	J. J. Thompson	F. H. Turner
24	1942	114	Urbana, Illinois	L. S. Corbett	F. H. Turner
25	1943	101	Columbus, Ohio	J. A. Park	F. H. Turner
26	1944	96	Chicago, Illinois	J. H. Julian	F. H. Turner
27	1945		Due to Office of Defense Transportation—No Meeting		
28	1946	142	Lafayette, Indiana	Earl J. Miller	F. H. Turner
29	1947	170	Ann Arbor, Michigan	Arno Nowotny	F. H. Turner
30	1948	173	Dallas, Texas	E. L. Cloyd	F. H. Turner
31	1949	217	Highland Park, Ill.	J. H. Newman	F. H. Turner

APPENDIX D

Roster of Members 1948-49

Institution	Address	Representative
A. & M. Coll. of Texas Akron, University of	College Station, Texas Akron 4, Ohio	W. L. Penberthy Donfred H. Gardner, Dean of Students Philip S. Sherman, Assistant Dean of Students
Alabama, University of Alfred University Allegheny College	University, Alabama Alfred, New York Meadville, Penn.	Noble B. Hendrix, Dean of Students Edward L. Hawthorne J. L. Bostwick Horace T. Lavelly
Antioch College Arizona State College Arizona, University of Arkansas State College Arkansas, University of Augustana College	Yellow Springs, Ohio Tempe, Arizona Tucson, Arizona State College, Ark. Fayetteville, Ark. Sioux Falls, S. Dakota	Barrett Hollister, Dean of Students E. L. Edmondson A. Louis Slonaker Joe E. Farrar John Earl Shoemaker Jorgen S. Thompson
Baker University Beloit College	Baldwin, Kansas Beloit, Wisconsin	Benjamin A. Gessner H. H. Conwell, Dean of College Gustav E. Johnson
Bethel College Bowling Green St. Univ. Brown University	North Newton, Kansas Bowling Green, Ohio Providence 12, R. I.	P. S. Goertz Arch B. Conklin, Dean of Students Samuel T. Arnold, Dean of the Univ. Robert W. Kenny, Dean of Students
Bucknell University Butler University	Lewisburg, Pa. Indianapolis, Indiana	Malcolm E. Musser L. Gray Burdin, Chairman of Men's Council
California Inst. of Tech.	Pasadena, California	Franklin Thomas, Dean of Students Paul C. Eaton, Associate Dean of Upperclassmen

APPENDIX D (Continued)

California, University of	Berkeley 4, Calif.	H. E. Stone, Dean of Students Clyde S. Johnson
California, University of, at Los Angeles	Los Angeles 24, Calif.	Milton E. Hahn, Dean of Students
Capital University	Columbus, Ohio	Romaine Kuethe, Acting Dean
Carleton College	Northfield, Minnesota	Merrill E. Jarchow
Carnegie Institute of Technology	Pittsburgh 13, Pa.	Frank R. Kille, Dean of the College
Carroll College	Waukesha, Wisconsin	Douglas W. Miner, Director of Personnel and Welfare
Case Institute of Tech.	Cleveland, Ohio	James A. Dickinson
Centre College of Ky.	Danville, Kentucky	Henry B. Kuizenga
Chicago, University of	Chicago 37, Illinois	Edward Voldseth, Asst. Dean
Cincinnati, University of	Cincinnati 21, Ohio	Frank E. Noffke, Counselor of Stu- dent Activities
Citadel, The	Charleston, S. C.	Earl C. Davis
Clarkson College of Tech.	Potsdam, New York	Robert M. Strozier, Dean of Students
Colgate University	Hamilton, New York	Robert W. Bishop
Colorado College	Colo. Springs, Colo.	Leaman A. Dye
Colorado, University of	Boulder, Colorado	W. J. Farrisee
Cooper Union, The	New York 3, New York	Carl A. Kallgren
Cornell University	Ithaca, New York	Juan Reid
Culver-Stockton College	Canton, Missouri	Clifford Houston, Dean of Students
Dartmouth College	Hanover, New Hamp.	Harry G. Carlson
Delaware, University of	Newark, Delaware	Prof. Walter S. Watson, Director of Student Relations
Denison University	Granville, Ohio	Frank C. Baldwin
Denver, University of	Denver 10, Colorado	L. L. Leftwich
DePaul University	Chicago, Illinois	L. K. Neidlinger
DePauw University	Greencastle, Indiana	J. Fenton Daugherty
Doane College	Crete, Nebraska	Daniel D. Feder, Dean of Students
Drexel Institute of Tech.	Philadelphia 4, Pa.	T. J. Wangler
Drury College	Springfield, Missouri	Robert H. Farber, Asst. Dean of Students
Eastern Illinois St. Coll.	Charleston, Illinois	Lawrence A. Riggs, Dean of Students
Elizabethtown, College	Elizabethtown, Pa.	Kenneth A. Browne
Florida State University	Tallahassee, Florida	G. W. Lindberg
Florida, University of	Gainesville, Florida	L. D. Stratton
Fresno State College	Fresno 4, California	Frank W. Clippinger
Georgia School of Tech.	Atlanta, Ga.	Rudolph D. Anfinson
Georgia, University of	Athens, Georgia	Eby C. Espenshade
Grove City College	Grove City, Pa.	J. Broward Culpepper, Dean of Student Welfare
Hanover College	Hanover, Indiana	Otis McBride
Hastings College	Hastings, Nebraska	R. C. Beaty, Dean of Students
Hiram College	Hiram, Ohio	Forrest D. Brown, Dean of Students
Idaho, University of	Moscow, Idaho	George C. Griffin, Dean of Students
Illinois, Institute of Technology	Chicago 16, Illinois	William Tate
		Robert E. Thorn
		E. Mowbray Tate
		F. E. Weyer
		Melvin A. Anderson
		Herbert E. Lattig
		Clarence E. Deakins, Dean of Students
		John F. White, Dean in Charge of Development

APPENDIX D (Continued)

Illinois State Normal U. Illinois, University of Illinois Wesleyan Univ. Indiana University Iowa State College Iowa, The State Univ. of	Normal, Illinois Urbana, Illinois Bloomington, Illinois Bloomington, Indiana Ames, Iowa Iowa City, Iowa	R. H. Linkins Fred H. Turner, Dean of Students John A. Guy R. L. Shoemaker, Dean of Students M. D. Helser Dewey B. Stuit, Dean of Student Personnel Services
Kalamazoo College Kansas St. Teachers Col. Kansas St. Teachers Col.	Kalamazoo, Michigan Emporia, Kansas Pittsburg, Kansas	Ronald C. McCreary Victor T. Trusler Eugene Dawson, Acting Dean Paul G. Murphy, Dean of Adm. Laurence C. Woodruff R. E. Manchester A. D. Kirwan
Kansas, University of Kent State University Kentucky, University of	Lawrence, Kansas Kent, Ohio Lexington 29, Ky.	
Lafayette College Lawrence College Lehigh University Louisiana State Univ.	Easton, Pa. Appleton, Wisconsin Bethlehem, Pa. Baton Rouge 3, La.	Frank R. Hunt George Walter Wray H. Congdon, Dean of Students Perry Cole, Dean of Students Arden O. French Morton Walker Frank Parrish
Louisville, University of Loyola Univ. of L. A.	Louisville, Kentucky Los Angeles 45, Calif.	
Maine, University of Marshall College Maryland, University of	Orono, Maine Huntington 1, W. Va. College Park, Md.	Elton E. Wieman Lester G. Brailey Geary Eppley, Director of Student Welfare
Massachusetts Institute of Technology	Cambridge, Mass.	Everett Moore Baker, Dean of Students T. P. Pitre Richard C. Burts, Jr. Robert Miner, Director of Student Affairs W. E. Alderman, Dean of College of Arts & Sciences
Mercer University Miami University	Macon, Georgia Oxford, Ohio	Foster E. Alter S. E. Crowe, Dean of Students L. Dale Faunce Erich A. Walter, Dean of Students E. G. Williamson, Dean of Students R. Malcolm Guess Darwin A. Hindman, Director of Student Affairs for Men E. Harry Beltzig, Assistant Director Mr. H. G. Klemme Herbert J. Wunderlich, Dean of Students
Miami, The Univ. of Michigan State College	Coral Gables 34, Fla. East Lansing, Mich.	
Michigan, University of Minnesota, Univ. of Mississippi, Univ. of Missouri, University of	Ann Arbor, Michigan Minneapolis 14, Minn. University, Miss. Columbia, Missouri	
Montana State College Montana State Univ.	Bozeman, Montana Missoula, Montana	
Montclair State Teachers College Moravian College Muhlenberg College	Montclair, New Jersey Bethlehem, Pa. Allentown, Pa.	Paul J. Ritter Roy D. Hassler Perry F. Kendig, Dean of Students
Nebraska, University of	Lincoln 8, Nebraska	T. J. Thompson, Dean of Student Affairs
Nebraska Wesleyan University New Hampshire, Univ. of New Mexico, The Univ. of New York University Newark, College of	Lincoln, Nebraska Durham, New Hampshire Albuquerque, N. Mex. New York, New York Newark 2, New Jersey	Clinton B. Gass W. A. Medesy Howard V. Mathany William Bush Baer Robert W. Van Houten William Hazell, Jr., Associate Dean

APPENDIX D (Continued)

North Carolina St. Coll. North Carolina, The University of North Dakota Agric. Col. Northeastern University Northern Illinois State Teachers College Northwestern St. College	Raleigh, N. C. Chapel Hill, N. C. Fargo, North Dakota Boston 15, Mass. DeKalb, Illinois Natchitoches, La.	Ed. L. Cloyd, Dean of Students Fred H. Weaver, Dean of Students C. A. Sevrinson Harold W. Melvin, Dean of Students Ernest E. Hanson James A. Meldrum Joe N. Gerber, Director of Student Personnel F. G. Seulberger, Dean of Students
Northwestern University Oberlin College Omaha, University of Ohio State University	Evanston, Illinois Oberlin, Ohio Omaha, Nebraska Columbus 10, Ohio	 E. F. Bosworth John W. Lucas Joseph A. Park Wm. S. Guthrie, Junior Dean Maurel Hunkins Philip L. Peterson, Associate Dean J. J. Somerville C. H. McElroy Paul MacMinn, Dean of Students O. D. Roberts, Counselor of Men George H. Ryden Donald M. DuShane, Director of Student Affairs
Ohio University Ohio Wesleyan Univ. Oklahoma A. & M. Coll. Oklahoma, University of	Athens, Ohio Delaware, Ohio Stillwater, Oklahoma Norman, Oklahoma	 Edward S. Betz Edward M. Carter Roger Loving A. Ray Warnock Daniel A. DeMarino, Assistant Dean Theodore W. Biddle Francis R. B. Godolphin Garner E. Hubbell George E. Davis, Director of Student Affairs Don Mallett
Oklahoma City Univ. Oregon, University of	Oklahoma City, Okla. Eugene, Oregon	 Mark Jack Smith Harold W. Browning John F. Quinn William J. Peterman A. D. Enyart Cornelius B. Boocock Edgar G. Curtin, Assoc. Dean
Pacific, College of the Park College Parsons College Pennsylvania State Coll.	Stockton 27, Calif. Parkville, Missouri Fairfield, Iowa State College, Pa.	 George K. Brown Carl Swanson Will Hayes J. H. Julian, Dean of Student Affairs L. E. Chandler
Pittsburgh, University of Princeton University Principia, The Purdue University	Pittsburgh 13, Pa. Princeton, New Jersey Elsah, Illinois Lafayette, Indiana	 Neil D. Warren Marshall S. Hiskey Willis Tate, Dean of Students E. Glynn Abel Lawrence A. Kimpton, Dean of Students Waldo Shumway Everett Hunt Frank Piskor
Redlands, University of Rhode Island St. Coll.	Redlands, California Kingston, R. I.	 A. Blair Knapp, Dean of Students
Ripon College Rollins College Rutgers University	Ripon, Wisconsin Winter Park, Florida New Brunswick, N. J.	
St. Lawrence Univ. St. Olaf College Santa Barbara College South Dakota, Univ. of Southeastern La. Coll. Southern California, University of Southern Illinois Univ. Southern Methodist Univ. Southwestern La. Inst. Stanford University	Canton, New York Northfield, Minnesota Santa Barbara, Calif. Vermillion, S. Dakota Hammond, Louisiana Los Angeles 7, Calif. Carbondale, Illinois Dallas 5, Texas Lafayette, Louisiana Stanford Univ., Calif.	
Stevens Inst. of Tech. Swarthmore College Syracuse University	Hoboken, New Jersey Swarthmore, Pa. Syracuse 10, New York	
Temple University	Philadelphia 22, Pa.	

APPENDIX D (Continued)

Tennessee, University of	Knoxville, Tennessee	Ralph E. Dunford, Dean of Students
Texas College of Arts & Industries	Kingsville, Texas	
Texas Technological Coll.	Lubbock, Texas	James G. Allen
Texas, University of	Austin 12, Texas	Arno Nowotny, Dean of Student Life
		Jack Holland
Toledo, University of	Toledo 6, Ohio	Donald S. Parks, Personnel Director
Tulsa, The University of	Tulsa 4, Oklahoma	
Union College	Lincoln, Nebraska	M. S. Culver
Union College	Schenectady 8, N. Y.	C. W. Huntley
Utah State Agric. Coll.	Logan, Utah	Daryl Chase, Dean of Students
Utah, University of	Salt Lake City 1, Utah	John L. Ballif, Jr.
Valparaiso University	Valparaiso, Indiana	Marshall J. Jox, Dean of Student Personnel
Vanderbilt University	Nashville, Tennessee	Robert S. Waldrop, Dean of Students
		Albert S. Thompson, Chief of Counselors
Virginia Polytechnic Institute	Blacksburg, Virginia	Robert E. Bates, Director of Student Affairs
Virginia, University of	Charlottesville, Va. P.O. Box 1841, Univ. Sta.	J. H. Newman, Dean of Students
Washington & Lee Univ.	Lexington, Virginia	Frank J. Gilliam, Dean of Students
Washington, State Coll. of	Pullman, Washington	W. W. Blaesser, Dean of Students
Washington University	St. Louis 5, Missouri	Arno J. Haack, Director of Student Affairs
Washington, University of	Seattle 5, Washington	Dean Newhouse, Director of Student Affairs
Wayne University	Detroit 1, Michigan	Victor F. Spathelf, Dean of Student Affairs
Western Reserve Univ.	Cleveland 6, Ohio	Russell A. Griffin
Wheaton College	Wheaton, Illinois	Charles C. Brooks, Dean of Students
William & Mary, College of	Williamsburg, Va.	John E. Hocutt
Wisconsin, The University of	Madison 6, Wisconsin	Paul L. Trump
		Kenneth Little, Director Student Personnel Services
Wittenberg College	Springfield, Ohio	John N. Stauffer, Dean of Students
Wooster, College of	Wooster, Ohio	Judson G. Rodebush, Jr.
Wyoming, University of	Laramie, Wyoming	A. L. Keeney
Brigham Young Univ.	Provo, Utah	Wesley P. Lloyd, Dean of Students
		Thomas L. Broadbent, Coordinator of Student Organizations

Emeritus Deans

Joseph A. Bursley, 2107 Hill Street, Ann Arbor, Michigan
 B. C. Daly, Ward 8-A, Fitzsimons General Hospital, Denver 8, Colorado
 Floyd Field, 2685 Tupelo Street, S. E., Atlanta 3, Georgia
 Christian Gauss, 24 Bayard Lane, Princeton, New Jersey
 Scott H. Goodnight, 2526 Norwood Place, Madison 5, Wisconsin
 T. T. Jones, University of Kentucky, Lexington, Kentucky
 Fraser Metzger, Rutgers University, New Brunswick, New Jersey
 E. E. Nicholson, University of Minnesota, Minneapolis, Minnesota

Honorary Member

Mr. H. Roe Bartle, Land Bank Building, Kansas City, Missouri